INTERNATIONAL STANDARDS AND GUIDELINES OF QUALITY ASSURANCE IN TERTIARY EDUCATION (ISG) ALIGNMENT

External Review Report

Organization	Institute of Accreditation for Economics, Management, Business and Accounting Programs (LAMEMBA)
Place	Jakarta, Republic of Indonesia
Date of the visit	Wednesday 19th June 2025 to Friday 21st June 2025
Date of the report	Thursday 28th August 2025

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INTRODUCTION

About the Review Process

The Institute of Accreditation for Economics, Management, Business and Accounting Programs (LAMEMBA) requested an external evaluation of its performance in compliance with the International Standards and Guidelines for Quality Assurance in Tertiary Education (ISGs) by the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). LAMEMBA carried out the self-assessment process and submitted the Self-Evaluation Report and a list of supporting documentation to INQAAHE in January 2025.

A panel of experts (the Review Panel) carried out a site visit to LAMEMBA between 19 and 21 June 2025. The Review Panel members were:

- Siong Choy Chong (Chair), Professor and Executive Dean of the Faculty of Business and Law, Taylor's University, Malaysia
- Tariq AL-Sindi, (Member) Secretary General, Arab Network for Quality Assurance in Higher Education (ANQAHE), Bahrain
- Fiona Crozier (Secretary), Independent Consultant, UK.

Following the site visit, the Review Panel drafted the report, which was then fact-checked by LAMEMBA and moderated by INQAAHE before being finalized for publication on 28th August 2025.

About Indonesia's Higher Education System

According to the Self-Assessment Report (SAR), Indonesia has over 4,000 higher education institutions (HEIs), of which about 90% are privately owned. The higher education (HE) sector comprises universities, institutes, academies, polytechnics, and community colleges. In addition, there are civil service schools (known as institutes and polytechnics) managed by various ministries. These HEIs provide diploma, bachelor's, and postgraduate degree (master's and doctoral) programs.

The SER also acknowledges the challenges of providing quality higher education across Indonesia's vast and diverse territories, as well as the disparities between public and private HEIs operating in different geographical locations. Added to the two challenges are the existence of civil service schools. Because Indonesia's higher education landscape is so diverse, adopting a standardized external quality assurance (EQA) framework across the higher education sector has been identified as a significant challenge.

The Indonesian higher education quality assurance system comprises three elements: the Higher Education Assurance System (SPM Dikti), the Internal Quality Assurance

System (SPMI), and the External Quality Assurance System (SPME). The central government provides a general higher education quality assurance framework (SPM Dikti), which includes SPMI and SPME, and their execution as decreed by Law No. 12 of 2012 on Higher Education.

SPMI is carried out by the HEIs, whereas SPME is executed through external program and institutional accreditation based on the National Higher Education Standards criteria through the National Accreditation Agency for Higher Education (BAN-PT), which is an authorized body of the Ministry of Education, Culture, Research, and Technology (MoECRT).

However, since August 2012, the Higher Education Act (Law No. 12 of 2012), reinforced by the Regulation of the Minister of Education and Culture No. 5 of 2020, requires that program accreditation be shifted from BAN-PT to independent accreditation agencies (LAM), while BAN-PT continues to conduct institutional accreditation. There are six LAMs in total: health science, education, engineering, informatics & computer studies, natural sciences & formal sciences, and economics, management, business & accounting (EMBA), with the EMBA disciplines under one LAM called the Institute of Accreditation for Economics, Management, Business and Accounting Programs (LAMEMBA).

Based on the Higher Education Statistics 2023, LAMEMBA oversees 4,250 EMBA programs in Indonesia regardless of the type of HEI (universities, institutes, academies, polytechnics, and community colleges) or program level (67.46% at the undergraduate level, 15.93% at the diploma level, 13.69% at the master's level, 2.89% at the doctoral level, and a small fraction in professional education – 0.02%).

About LAMEMBA

The Institute of Accreditation for Economics, Management, Business and Accounting Programs (LAMEMBA) was founded on 14 August 2019 by three leading economics, management, business, and accounting associations: the Indonesian Economists Association (ISEI), the Indonesian Institute of Accountants (IAI), and the Association of Indonesian Faculties of Economics and Business (AFEBI). LAMEMBA began operating in 2021, with the first program accreditation commencing in March 2022.

Aligned with its main purpose of enhancing higher education quality in the fields of economics, management, business, and accounting (EMBA) in Indonesia to produce competent and competitive human resources based on the Indonesian constitution, LAMEMBA's vision is 'to become the best accreditation institution for study programs in the fields of EMBA, which is nationally and international recognized' (see SER, p. 4). To achieve its vision, LAMEMBA's mission is as follows:

a) Developing the capacity and competitiveness of study programs through accreditation that emphasizes the unique characteristics of the disciplines of EMBA

b) Implementing a new paradigm in accreditation assessment, referred to as EMBA study programs, which prioritizes continuous and dynamic improvement

c) Enhancing relevance and contributions within the academic atmosphere for EMBA study programs at both national and international levels.

The objectives for establishing LAMEMBA include the following:

a) To conduct accreditation assessments for EMBA study programs to determine their eligibility based on the National Higher Education Standards (SNPT) criteria

b) To ensure the quality of EMBA study programs' implementation in accordance with the SNPT on a continuous basis

c) To contribute to the improvement of the quality of EMBA study programs that are nationally and internationally competitive

d) To establish LAMEMBA as a national and/or international accreditation body, supported by qualified human resources with transparent, credible, and accountable governance.

In line with its vision, mission, and objectives, LAMEMBA accredits programs in the fields of EMBA at bachelor's, master's, and doctoral levels, as well as in vocational education, professional education, and distance education using an instrument with nine criteria: (1) vision, mission, goals, and strategy; (2) governance, management, and collaboration; (3) students; (4) human resources; (5) finance, facilities, and infrastructure; (6) education; (7) research; (8) community service; and (9) outputs, as well as the outcomes of the Tri Dharma (i.e. teaching, research, and service). Accreditation results are ordered into three categories: Excellent, Very Good, and Good. During the site visit, the Review Panel learned that effective from August 2025, LAMEMBA will change its accreditation results to a binary system (accredited or not accredited). It will also develop two new instruments for the national excellent category and one for the international accreditation category, as a result of the regulation change in 2023. These changes are intended to address the disparities between public and private HEIs operating in different geographical locations, and for LAMEMBA to be recognized by the government as an international accreditation agency. LAMEMBA will therefore operate two instruments that will allow for a judgement of excellence under either the 'national' category or the 'international' category. Previously, study programs that could not fulfil the international criteria were excluded from the possibility of an 'excellent' judgement.

LAMEMBA has begun to pursue partnership and internationalization strategies to enhance the quality of its accreditation services and to develop higher education in the fields of EMBA in Indonesia. In November 2022, LAMEMBA signed a Memorandum

of Understanding (MOU) with the Association to Advance Collegiate Schools of Business (AACSB) to introduce international accreditation requirements to Indonesia. LAMEMBA has also participated in several AACSB conferences and seminars to meet experts, exchange thoughts and experiences, develop global networks, and identify best practices. In 2023, LAMEMBA became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and the Asia Pacific Quality Network (APQN).

In addition, LAMEMBA is also exploring international collaborations, including with the National Agency for Academic Assessment and Accreditation (ANAAA) in Timor-Leste, where, to date LAMEMBA has provided external reviewers for program accreditation and guided the use of accreditation platforms, as confirmed by the agency representative interviewed. LAMEMBA has also signed an MOU with the Indonesian Chamber of Commerce and Industry (KADIN) to strengthen the education-industry link to ensure that EMBA graduates meet industry needs.

EXECUTIVE SUMMARY

The Institute of Accreditation for Economics, Management, Business, and Accounting Programs (LAMEMBA) was established to enhance the quality and competitiveness of economics, management, business, and accounting (EMBA) study programs in Indonesia at the national and international levels. Its accreditation processes focus on continuous improvement and evaluating programs against nine criteria, including governance, research, and community service.

During its site visit from June 19-21, 2025, the Review Panel assessed LAMEMBA's adherence to international standards for quality assurance in tertiary education. It concluded that LAMEMBA is a legitimate and credible organization, trusted by HEIs, stakeholders, and the government. The institute demonstrates integrity and transparency, and its efforts to maintain high standards and foster globally competitive EMBA programs are evident.

In general, the Review Panel found much to commend in LAMEMBA's work, not least the implementation of an efficient, transparent, and accountable accreditation instrument which is operated by dedicated and knowledgeable staff. These staff have a clear understanding of their roles and take a collaborative approach that encourages institutional satisfaction with the process.

In order to align even further with the International Standards and Guidelines for Quality Assurance in Tertiary Education (ISGs), the Review Panel's recommendations include a need to focus on the measurable outcomes and impact of the new strategic plan. This encompasses the need for a more strategic approach to international activities. Further involvement of stakeholders in the agency's work, coupled with the introduction of a more formal and integrated approach to the collection of stakeholder feedback, also features among the recommendations and is reinforced by a suggestion that LAMEMBA considers finding a more formal means to seeking student participation in its work.

Other suggestions include the possibility of considering a more inclusive set of criteria for the selection and recruitment of assessors to what is already a well-established and trained assessor pool.

These and other commendations, recommendations, and suggestions are detailed in full in the main body of this report.

The Review Panel would like to take this opportunity to thank LAMEMBA for the documentation provided and for the open, honest, and transparent approach that it and its stakeholders took throughout the interviews. This reinforced the Review Panel's view of a credible and trustworthy QA agency that is open to improvements at all levels.

ASSESSMENT OF COMPLIANCE WITH INQAAHE INTERNATIONAL STANDARDS AND GUIDELINES

1. Legitimacy of the External Quality Assurance Provider

☐ Not compliant ☐ Partially compliant ■ Substantially compliant ☐ Fully compliant

1.1 MISSION, GOVERNANCE & ORGANIZATION

THE EQAP IS A RECOGNIZED, CREDIBLE ORGANIZATION, TRUSTED BY KEY STAKEHOLDERS: THE GOVERNMENT, TERTIARY EDUCATION PROVIDERS (TEPS) AND THE PUBLIC AT LARGE. ITS GOVERNANCE, STRUCTURE, AND OPERATIONS ENABLE EFFECTIVE AND EFFICIENT OPERATIONS IN LINE WITH ITS MISSION.

The Institute of Accreditation for Economics, Management, Business and Accounting Programs (LAMEMBA) operates within a well-defined legal framework. The establishment of independent accreditation agencies (LAM) itself complied with Law No. 12 of 2012 on Higher Education [see link to Law No. 12 of 2012 on Higher Education in the Self-Assessment Report, which mandates that study program accreditation be conducted by independent accreditation agencies. This mandate is reinforced by the Regulation of the Minister of Education and Culture No. 5 of 2020, which designates LAMs as independent accreditation agencies responsible for accrediting study programs.

LAMEMBA's establishment is formally documented through Deed No. 55, dated 31 August 2020 as an autonomous, independent, and non-profit independent accreditation agency by three associations: the Indonesian Economists Association (ISEI), the Indonesian Institute of Accountants (IAI), and the Association of Indonesian Faculties of Economics and Business (AFEBI). It follows the decree of the Minister of Law and Human Rights No. AHU-0011772.AH.01.07 of 2020, and is approved by the Minister of Research, Technology, and Higher Education through Letter No. T/498/M/OT.00.00/2019, dated 2 August 2019, based on the National Accreditation Agency for Higher Education's (BAN-PT) recommendation.

LAMEMBA's legitimacy is also reflected in its objectives and key functions as an independent accreditation agency conducting assessments of programs in the field of economics, management, business, and accounting (EMBA) based on the National Higher Education Standards (SNPT), as can be seen from its activities (development of accreditation policies, regulations, and procedures; preparation of accreditation instruments; implementation of the accreditation process; issuance of accreditation decisions and certificates; examination of objections; monitoring and evaluation of study programs; development of study program capacity; and cooperation with stakeholders at the national and international levels), most of which are captured in

its Strategic Plan 2021-2025 and detailed in the form of key performance indicators (KPIs).

LAMEMBA's legitimacy is also demonstrated through its governance and organizational structure. According to LAMEMBA Regulation No. 1 of 2021 on Organization and Governance, its structure consists of the Honorary Board, Supervisory Board, Accreditation Council, and the Executive Board, representing the interests of its initiators (ISEI, IAI, and AFEBI). Membership of these boards and the Council is approved for a five-year term (with one extension) during the General Members Meeting. The functions of each board and the Council have also been defined. Furthermore, LAMEMBA is also subject to BAN-PT and MoECRT's oversight, which enhances its accountability. This is in addition to having its financial report audited annually by Price Waterhouse Coopers and made public.

LAMEMBA's organizational structure allows it to execute its accreditation processes effectively and efficiently. While the Accreditation Council is involved in the validation process, the Executive Board is organized into four directorates, each responsible for specific aspects of the accreditation process based on the Standard Operating Procedures (SOPs) to ensure an effective and efficient external review process. In 2023, the accreditation process took an average of 123 days but was reduced to 109 days in 2024. In addition, the low number of appeals (1.4%) in 2024 demonstrates the accuracy of accreditation decisions and rankings.

To prevent ethical violations and ensure impartiality, LAMEMBA has established a Code of Conduct as outlined in LAMEMBA Regulation No. 9 of 2021. This is reinforced by LAMEMBA Regulation No. 7 of 2021 (see link on LAMEMBA Regulation No. 7 of 2021 Concerning Guidelines for Management of Assessor in the SER, pp. 14-15). These guidelines, which include a code of conduct, ethics, and avoidance of conflict of interest, are used as a reference by its decision-making bodies, external reviewers, and staff. External reviewers tasked with carrying out program assessment are asked to sign an integrity pact document, and their performance will be evaluated by the unit or program under assessment. A whistleblowing mechanism is made available on LAMEMBA's website (https://lamemba.or.id/ whistleblowing/), where the respective boards will conduct investigations, and individuals found guilty will face disciplinary action. So far, only one case of ethical violation was reported in 2022, indicating that the procedures in place are effective.

Analysis

It was clear to the Review Panel that LAMEMBA is a legitimately established non-profit, independent program accreditation body in Indonesia in the field of EMBA. Public recognition was confirmed at LAMEMBA's official launch at the 20th ISEI Plenary Session in Bali on 27 August 2019, officiated by the Minister of Research, Technology, and Higher Education.

The agency's legitimacy was further reinforced during interviews with LAMEMBA's different external stakeholders during the site visit. These included the regulators (MoECRT and BAN-PT), higher education institutions (HEIs), two LAMs, stakeholders from industry associations, the National Agency for Academic Assessment and Accreditation (ANAAA) in Timor-Leste, and student representatives from HEIs who recognize LAMEMBA's function.

BAN-PT, under Law No. 19 of 2022, has also made EMBA program accreditation by LAMEMBA mandatory, hence increasing recognition from tertiary education providers. This is evident from the number of programs accredited (929 against the target of 649) and the first-time accreditation rate (87% against the target of 80%). However, during the site visit, some interviewees expressed concern about the significant disparity in the quality of higher education study programs between West and East Indonesia. Another concern expressed was the affordability of study programs in East Indonesia, as LAMEMBA charges an accreditation fee for program accreditation. LAMEMBA has attempted to address these challenges by increasing the number of socialization events in this region and approaching banks to finance accreditation fees. While work on the latter is ongoing, the Review Panel is aware that the study programs in East Indonesia have been reluctant to respond to the socialization events. In fact, the East-West disparity was a theme throughout the interviews at the site visit, and further comments can be found in several sections of this report, including Standards 2 and 4.

The Review Panel was provided with LAMEMBA's Strategic Plan 2021-2025 and reviewed the SWOT Analysis. While the SWOT Matrix has resulted in the implementation of several strategies and the achievement of associated targets by LAMEMBA's four directorates, the Review Panel believes that it is critical to track not only the achievement of each target and goal, as LAMEMBA has done, but also to monitor, measure, and assess their impact based on the agency's vision, mission, and objectives in terms of how the agency's standards and methodologies affect HEIs and their stakeholders, which would provide valuable insights and guide improvement to ensure that accreditation practices drive meaningful progress in higher education (HE).

In conjunction with this, LAMEMBA could better analyse its stakeholders' experiences with the entire accreditation process, using data analytics, and carry them forward in its future development. Although the Review Panel was briefed on the use of data analytics to identify study programs' performance in different regions and assessors, such data has a larger strategic focus, i.e., improvement and empowerment. In other words, data analytics could be used to improve accreditation instruments and also to encourage study programs towards achieving excellent status by publishing success stories from those who have achieved it. This will be elaborated in Standard 2.4.

The other key area of the Strategic Plan 2021-2025 is Internationalization. In the view of the Review Panel, work in this area is still at an early stage. The Review Panel

understands that the internationalization agenda is driven by both the government and LAMEMBA to increase its competitiveness, since study programs can choose whether to opt for LAMEMBA or any of the three international accreditation bodies [the Association to Advance Collegiate Schools of Business (AACSB), The Association of MBAs (AMBA), and the International Accreditation Council for Business Education (IACBE)] for the international accreditation status of their study programs. Although the Review Panel discovered during the site visit that many of the stakeholders interviewed are aware of LAMEMBA's strategy towards internationalisation and that a roadmap leading to international accreditation is in place, the internationalisation effort is still in its infancy. LAMEMBA has not yet completely found its path in terms of the goals and objectives that need to be in place to achieve the strategic direction set out. Much emphasis was placed in the Self-Evaluation Report (SER) and during the interviews at the site visit on membership of two quality assurance (QA) bodies and networks (i.e., the International Network for Quality Assurance in Higher Education (INQAAHE) and Asia-Pacific Quality Network (APQN)) and the signing a Memorandum of Understanding (MOU) with AACSB. These are only the beginning of many efforts to come. Internationalization in its broadest sense requires a lot of work. Besides seeking and developing genuinely strategic partnerships, to achieve its goals of becoming an international accreditation agency, with goal of carrying out accreditation overseas, LAMEMBA must evaluate a variety of factors, including its staff's existing capacity, training for its staff and external reviewers, the language used on its website and accreditation platforms, the countries involved, and their regulations. Consultation with different internal and external stakeholders and benchmarking are important considerations in coming up with a comprehensive internationalization plan. Further information on LAMEMBA's internationalization agenda is to be found under Standard 4.1.

While students' interests have been included in some criteria of LAMEMBA's program accreditation instrument and interviews during on-site visits, there is no explicit reference to student involvement in both the existing and new strategic plans. During the site visit, students and industry associations emphasized the importance of more meaningful student involvement. This will be detailed in Standard 6.2.

The Review Panel believes that LAMEMBA's experience over the last five years, along with the challenges it faces (i.e., regulatory changes, regional disparities, internationalization, etc.), will assist it in revising its strategic plan for the next five years with clear strategies and priorities in place, along with the review of its existing risk management plan.

The Review Panel encourages LAMEMBA to expedite the current draft of its next Strategic Plan (2026-2030) so that it is ready for use in 2026. It also suggests that LAMEMBA look carefully at the many improvement actions that it set out in its SER and consider which of these contribute to the strategic goals in the new plan so that they can be prioritized and monitored as part of the overall strategic direction provided by the new plan. (NB: prioritization of actions to achieve strategic goals is

mentioned under several standards in this report. As in this paragraph, prioritization refers to considering which of the actions will have the most impact, as well as being achievable, rather than all of those actions being deemed a priority).

1.2 RESOURCES

THE EQAP HAS ADEQUATE RESOURCES – PHYSICAL, FINANCIAL AND HUMAN – TO CARRY OUT ITS MISSION.

As stated in section 1.1 of the SER, the Executive Board is responsible for the day-to-day operations of LAMEMBA. Consisting of five members, each of the Executive Board members is responsible of one of the four directorates as Directors: (1) the Accreditation Directorate; (2) the Secretariat and the IT Directorate; (3) the Human Capital and Cooperation Directorate; and (4) the Finance and General Directorate, except for the chief of the Executive Board. All the Executive Board members are faculty members of Indonesia's leading universities, and some have experience in state-owned enterprises and quality assurance (QA), having previously served as BAN-PT assessors.

Aligned with its vision, mission, and objectives and reflected in LAMEMBA's Strategic Plan 2021-2025 and key performance indicators (KPIs), the Accreditation Directorate is responsible for the entire accreditation process. The Secretariat and IT Directorate support the administrative and information technology (IT) functions. The Human Capital and Cooperation Directorate focuses on recruitment, training, and the assignment of assessors, as well as strategic cooperation. The Finance and General Directorate is tasked with managing finances and employee administration. Employees are hired based on a stringent recruitment process, and new employees are put on a three-month probationary period. As of the end of 2023, LAMEMBA has 20 staff working across the four directorates. All of them have at least a bachelor's degree, with three also holding master's degrees.

Every employee receives a job description. Internal training is provided, including workshops on LAMEMBA accreditation instruments and procedures, soft skills team training, and accreditation information systems such as LAMEMBA's Accreditation Management System (LEXA) and Assessor Application System (YATA) (see Standard 2.1 for further information). Employees are also provided external training opportunities, including higher education opportunities, international seminars, and English language competency [see link on Employee Training in 2022 and 2023.

LAMEMBA has also established Guidelines for Management of Assessors and maintains a pool of qualified external reviewers that includes 519 people, with 95.38% representing academics and 4.62% professionals. LAMEMBA Regulation No. 7 specifies the eligibility criteria, and each candidate will go through a rigorous selection process that includes administrative reviews, competency and psychological tests, and interviews. As stated in the SER, most of the assessors also hold certifications from

BAN-PT and other accreditation bodies such as AACSB and the Alliance on Business Education and Scholarship for Tomorrow (ABEST). Multiple training programs relating to the accreditation instrument, assessment, and use of systems (LEXA and YATA) are made available for the external reviewers, including frequent clinics and refresher training. External reviewers are profiled (talent mapping) based on their performance and competency. The external reviewers may be subjected to follow-up training, or non-extension of contract.

LAMEMBA believes that it has adequate physical, virtual, and financial resources to fulfil its vision, mission, and objectives. It owns its physical office in CIBIS Nine, Jakarta, which is equipped with a meeting room, comfortable offices, and a reception area. The office is also outfitted with computers, servers, clouds, and secure Internet access to manage workload effectively and increase efficiency. LAMEMBA staff can work from anywhere due to the use of LEXA, YATA, and SAKA for financial management, but they are required to be in the office three days a week, including Wednesdays.

LAMEMBA's primary source of revenue is derived from accreditation fees, which, like the appeal fees, are governed by the MoECRT. To ensure sustainability and efficient use of funds, numerous measures have been implemented, including zoning in the assignment of external reviewers based on the Assessors Distribution Data and the use of LEXA and YATA. Based on the 2021 and 2022 audited financial reports, LAMEMBA is currently in surplus.

Analysis

Following the site visit and having viewed documentary evidence, the Review Panel believes that LAMEMBA possesses adequate physical (office space), virtual, and financial resources. It is staffed by well-trained and competent individuals who are capable of carrying out LAMEMBA's Strategic Plan 2021-2025, as evidenced by the targets met and by their understanding of their role within the agency when interviewed by the Review Panel. Besides training, LAMEMBA encourages its staff to pursue higher education, as evident from interviews with them. LAMEMBA's funding sources and financial health show that its operations are trusted and sustainable. The Review Panel also found that the use of dashboards and accreditation platforms like LEXA 3.0 and YATA 3.0 for the accreditation process and for monitoring the accreditation timelines to be noteworthy. It also noted that these systems are constantly being developed, upgraded, and improved.

However, the Review Panel learned during the site visit that there is a weekly cap for processing program accreditation (a maximum of 30 programs). Since the Accreditation Directorate only comprises four staff, given their involvement in the accreditation process, including study programs' follow-up from previous weeks and/or months, and the multiple validation of accreditation results, it is imperative to evaluate staff workload in this directorate for both work-life balance and talent retention.

In relation to the recruitment and selection of assessors as described above, the Review Panel was able to discuss these processes at the site visit with internal staff and with assessors themselves. The Review Panel finds the meticulous selection and training of assessors, including their ongoing coaching, to be commendable. However, in order to assist LAMEMBA in its efforts to manage the disparity between East and West Indonesia and also to ensure more practitioners' input into the accreditation procedures, the Review Panel suggests that the agency consider making its selection criteria for assessors more inclusive.

Currently, the requirements for non-academic practitioners are guided by a different set of eligibility criteria. According to LAMEMBA, these criteria acknowledge the unique qualifications and contributions that practitioners can bring to the accreditation process, which are distinct from the academic track. However, the panel found very little evidence during the site visit to suggest that non-academic practitioners or those with experience of the context in Eastern Indonesia apply and are recruited to be assessors. The panel believes that a more inclusive approach to the selection and recruitment of assessors would benefit not only the HE in Indonesia but also LAMEMBA as it strives to work in a very diverse context.

The Review Panel also takes note of the key challenges that LAMEMBA faces, i.e., maintaining consistency in adhering to the Standard Operating Procedures (SOPs) and guidelines, developing external reviewers to meet the standards of international accreditation bodies, regular maintenance of office infrastructure and IT systems, and the proposed solutions to these challenges. The Review Panel applauds LAMEMBA for profiling its external reviewers, which enables it to discover talents who could benefit from specialized training to meet international accreditation standards. Besides frequent evaluation and capacity-building programs, the transition towards International Organization for Standardization (ISO) certification outlined in the Strategic Plan 2021-2025 by the end of the year could also help to ensure that the SOPs and guidelines are followed. This aspect is elaborated in Standard 1.3.

1.3 INTERNAL QA AND ACCOUNTABILITY

THE EQAP HAS IN PLACE POLICIES AND MECHANISMS FOR ITS INTERNAL QUALITY ASSURANCE THAT DEMONSTRATE A CONTINUING EFFORT TO MAINTAIN AND IMPROVE THE QUALITY AND INTEGRITY OF ITS ACTIVITIES.

LAMEMBA's internal quality assurance (IQA) is specified in its Regulation No. 1 of 2021, in which the Supervisory Board and the Accreditation Council monitor the Executive Board for matters relating to human resources, internal policies, and financial reporting for the former, and accreditation standards for the latter, respectively. The Supervisory Board, in turn, is overseen by the Honorary Board. To some extent, LAMEMBA's IQA is also reflected in its Strategic Plan 2021-2025 and the associated KPIs, i.e., good governance strategy, stakeholder surveys, ISO certification, and big data, among others.

In response to BAN-PT's comment in 2022 and 2023 that LAMEMBA's IQA system is still not optimal, LAMEMBA is gradually transitioning towards a robust system by developing an IQA policy. Its IQA activities are managed through internal policies that establish the direction, delivery, and monitoring of internal programs as documented in its Strategic Plan 2021-2025, following the PDCA (Plan-Do-Check-Act) cycle. Specific focus is given to the quality of accreditation services through stakeholder satisfaction, effectiveness, accountability, regulatory compliance, and continuous improvement. LAMEMBA's quality manual provides operational guidance in the application of quality standards, control of accreditation implementation, and evaluation and quality improvement.

Externally, LAMEMBA is regularly assessed by BAN-PT and MoECRT through the submission of an annual report at the end of June each year. The annual report details LAMEMBA's strategic plan, work plan, annual budget, financial report, and annual activity report. BAN-PT will subsequently conduct a visit to verify the submitted report. In addition, the financial report is audited annually by an independent auditor (Price Waterhouse Coopers). LAMEMBA has also taken initial steps toward international recognition by aligning its accreditation instrument with the AACSB standards.

A consequence of the compulsory reports to be submitted to BAN-PT and MoECRT is the continuous self-review of LAMEMBA's activities. The Executive Board, through the directorates, meets every Wednesday to look at accreditation-related data, which forms the basis for decision-making. The governance bodies (Honorary Board, Supervisory Board, Accreditation Council, and the Executive Board) meet regularly as part of the internal review process as well. Since 2024, LAMEMBA has rolled out KPIs as a new internal control management system.

LAMEMBA's evaluation of its program accreditation tasks takes into consideration BAN-PT's regulations in terms of the instruments used for academic programs (undergraduate, master's, and doctoral levels) and supplementary accreditation instruments for vocational and profession education programs, as well as the determination of accreditation ratings (excellent, very good, and good).

Analysis

The Review Panel views LAMEMBA's application for external review by INQAAHE against the International Standards and Guidelines for Quality Assurance in Tertiary Education (ISGs) in 2025 as evidence of its commitment to continuous improvement.

The Review Panel acknowledges that LAMEMBA, which started operations in 2021 and program accreditation in March 2022, is still working to strengthen its internal quality assurance (IQA) processes. During the interview with the IQA team, which comes under the Accreditation Council, the Review Panel learned that the process started in 2024 to respond to BAN-PT's comments in 2022 and 2023. The first review of the accreditation process was conducted in 2025, with the report yet to be released.

Having said that, its quality policy, which emphasizes improving quality of higher education in the field of EMBA; cultivating and maintaining trustworthiness from stakeholders; implementing the principles of credible, transparent, accountable, responsible, and fair governance; avoidance of conflict of interest; accreditation ranking; continuous improvements; and collective and collegial participation, represent the first steps in implementing a robust IQA system. The Review Panel learned that the IQA team has already established mechanisms for objections from study programs, revised seven regulations, and reviewed the accreditation results.

From LAMEMBA's Performance Reports 2022 and 2023, it can be seen that efforts are being made to gradually transition LAMEMBA towards having a robust IQA system. This is supported by the reduction in the turnaround days for the accreditation process and the low appeal rate in 2024 compared with 2023 (see Standard 1.1). LAMEMBA's quality culture is beginning to show positive results. When completely implemented, the Review Panel believes that its data analytics feature can provide important data for decision-making, which will further enhance its relevance and trust among regulators, peers, and tertiary education providers. (See also Standards 1.1 and 2.4).

Commendations

- The Review Panel commends LAMEMBA for its dedicated staff who have a clear understanding of their roles and whose collaboration ensures institutional satisfaction and reflects LAMEMBA's commitment to enhancing accreditation processes effectively (1.2).
- The Review Panel commends LAMEMBA for profiling its external reviewers, which enables it to discover talents who could benefit from specialized training to meet international accreditation standards (1.2).
- The Review Panel commends LAMEMBA for the meticulous selection and training of assessors, including their ongoing coaching (1.2).

Recommendations

- The Review Panel recommends that, in finalizing the new strategic plan, LAMEMBA works to ensure that this focuses on the measurable impacts of the current and future plans, including its alignment with its vision, mission, and objectives, and the accreditation instruments (1.1).
- The Review Panel recommends that LAMEMBA look carefully at the many improvement actions that it set out in its SER and consider which of these contribute to the strategic goals in the new strategic plan so that they can be prioritized and monitored as part of the overall strategic direction provided by that new plan (1.1).
- The Review Panel recommends that LAMEMBA evaluate the workload of the staff in the Accreditation Directorate to ensure that it can manage the impact of any future change to or increase in accreditation activities (1.2).

Suggestions for further improvement

- The Review Panel suggests that LAMEMBA reviews its approach to the selection and recruitment of assessors to ensure that it receives applications from and is able to recruit assessors who are non-practitioners or who come from the eastern part of the country in order to further embed and strengthen alignment with real-world demands and to foster a sense of inclusion and involvement across all parts of the Indonesian higher education (HE) sector (1.2).

2. The EQAP's Framework for External Reviews of the Quality of TEPs

☐ Not compliant   ☐ Partially compliant   ■ Substantially compliant   ☐ Fully compliant

2.1 THE RELATIONSHIP BETWEEN THE EQAP AND TERTIARY EDUCATION PROVIDERS (TEPS)

THE EQAP RECOGNIZES TEPS AS HAVING PRIMARY RESPONSIBILITY FOR QUALITY AND RELEVANCE AND PROVIDING SUPPORT IN PROMOTING TRUST AND CREDIBILITY.

LAMEMBA's accreditation standards were developed by adopting the National Accreditation Standards (SAN) framework by BAN-PT. This framework, comprising SAN-2017 and SAN-2023, is aligned with the Higher Education Quality Assurance System (SPM Dikti), under the guidance of MoECRT. SAN-2017 emphasizes input and process-based evaluation, while SAN-2023 emphasizes outcomes and impact.

LAMEMBA's accreditation approach reflects the core values of higher education, such as equity, accountability, institutional autonomy, academic freedom, and social responsibility. These principles are integrated into its criteria. For instance, Criterion 1 addresses accountability through measurable objectives, whereas Criterion 3 focuses on equitable access to higher education.

To support institutional development, LAMEMBA promotes continuous improvement and the enhancement of HEIs' IQA systems. This approach reflects the belief that quality lies primarily with the HE providers. MoECRT Regulation No. 53 of 2023 reinforces this position by asserting the central role of institutions in maintaining academic quality.

LAMEMBA offers a comprehensive suite of documents, including DL-2 (criteria and procedure), DL-3 (guidelines for self-assessment), DL-4 (guidelines for program study documentation), DL-5 (guidelines for monitoring and evaluation), and DL-9 ("Study Program Accreditation Assessment Guidelines"), that provide practical guidance and support to assist users in evaluating their skills, setting goals, and tracking their progress. These documents are accessible through the official LAMEMBA's website, assisting study programs preparing for external evaluation by ensuring procedural clarity and improving self-evaluation quality.

LAMEMBA also facilitates an efficient accreditation process by introducing a six-month planning window and restricting data requests to the most recent three years. These adjustments reduce institutional burden while preserving accuracy and quality.

Geographic disparities and unequal institutional capacities are addressed through dedicated support mechanisms, including targeted training and mentoring. Special

efforts are made to provide equitable accreditation access to institutions in under-resourced regions. LAMEMBA's recruitment strategy for assessors and the deployment of digital platforms for remote reviews further illustrate its inclusive and adaptable model (see Standard 1).

Analysis

In the Review Panel's view, LAMEMBA demonstrates strong operational capacity, which is underpinned by its organizational structure and governance mechanisms (see Standard 1.1). As described in the SER, LAMEMBA's organizational framework ensures functional clarity and effective coordination across directorates. This structure enables the agency to implement accreditation procedures efficiently and maintain a high level of professionalism and accountability.

As described in Standard 1.2, a key strength of LAMEMBA is its effective integration of digital platforms into the accreditation process. During the site visit, the Review Panel had the opportunity to view LEXA and YATA and found that they provide effective real-time monitoring of accreditation timelines, assessor performance, validation processes, and decision-making. These systems facilitate accreditation reviews and enhance transparency and traceability, and are systematically updated and form part of the agency's commitment to digital governance and operational modernization.

The Review Panel notes the reduction in the average accreditation processing time, from 123 days in 2023 to 109 days in 2024, as a tangible outcome of these digital innovations. Furthermore, the low appeal rate of 1.4% in 2024, with only 12 appeals out of 837 completed accreditations, reflects the procedural robustness and growing trust among stakeholders (see also Standard 1.1).

LAMEMBA also enhances institutional readiness and engagement through tools such as the Study Program Pocket Book, which offers user-friendly guidance on accreditation standards and processes. Additionally, the online dashboard available to HEIs allows real-time access to accreditation status and documentation, reinforcing a transparent and supportive relationship between the agency and institutions.

In its continuous improvement efforts, LAMEMBA focuses on reducing regional disparities, especially between Western and Eastern Indonesia, and enhancing the capacity of assessors working in those regions through structured training and coaching programs. These initiatives contribute to maintaining quality consistency across HEIs with varying levels of preparedness.

LAMEMBA's implementation of retrospective coaching for those study programs that do not achieve the highest outcomes in accreditation exemplifies good practice, as evidenced through documentation and interviews with internal and external stakeholders during the site visit. These initiatives, which are well-structured and thoroughly documented, directly contribute to the continual enhancement of the agency's methodologies by engaging relevant stakeholders such as assessors and

coordinators and demonstrate alignment with established external quality assurance (EQA) processes. These coaching programs support continuous capacity-building and ensure that accreditation practices are consistently refined based on lessons learned. As stated in Standard 2.3, input gathered from different stakeholders and the expanded use of data analytics will help produce evidence-based insights that enable the agency to target the study programs more accurately for a focused solution.

2.2 THE EQAP'S STANDARDS FOR EXTERNAL QUALITY REVIEW

THE STANDARDS VALUE DIVERSITY OF PROVISIONS AND PROMOTE TRUST, RELEVANCE, ENHANCED QUALITY OF TE PROVISIONS, AND THUS PROMOTE A QUALITY CULTURE.

According to LAMEMBA, its standards for external quality review emphasize the diversity of HEIs. At the same time, it also promotes trust, relevance, and enhanced quality. These accreditation standards are grounded in four primary characteristics: alignment with the EMBA study fields, vision and mission, assessment of output and outcome, and process-based continuous improvement.

LAMEMBA's standards undergo regular consultation with various stakeholders, including ISEI, IAI, AFEBI, HEIs, industry professionals, and government agencies. This ensures that the standards are up-to-date and relevant, as outlined in BAN-PT's Regulation No. 21 of 2022. The agency has also conducted international benchmarking with AACSB by researching global accreditation standards and practices to adopt best practices.

Key elements of LAMEMBA's accreditation standards focus on several crucial aspects. Governance and management include formulating vision, mission, strategy, organizational structure, partnerships, and aligning with Criteria 1 and 2. Program design and approval cover the curriculum, learning assurance, and evaluation, as specified in Criteria 4 and 6. Student admission procedures encompass new students, foreign students, and credit transfers, corresponding to Criterion 3. The implementation and funding of research and community engagement are regulated by Criteria 7 and 8. Lastly, finances, staff, and learning resources ensure financial support and the competence of lecturers and educational staff, which are covered under Criteria 4 and 5.

LAMEMBA has clear policies regarding the application of standards and the types of evidence required for each criterion. For example, Criterion 6 requires curriculum documents, graduate profile achievement matrices, and periodic evaluations as evidence. The site visit process allows external reviewers to confirm and verify submitted evidence, ensuring accurate and reflective accreditation outcomes.

LAMEMBA faces challenges ensuring all study programs meet accreditation standards, particularly in regions with unequal resources. The introduction of a new national accreditation instrument in August 2025 is expected to further alleviate these issues

by providing a more adaptable and supportive framework for institutions across the country. This approach is detailed in BAN-PT Regulation No. 21 of 2021.

Analysis

Standard 2.2 of the ISGs emphasizes the importance of publicly accessible, clearly defined, and consistently applied standards that promote accountability and quality. LAMEMBA addresses this issue by implementing a standardized accreditation framework of nine criteria, covering governance, curriculum, learning outcomes, research, student affairs, and academic integrity. Through documentary evidence and interviews during the site visit, it was clear to the Review Panel that the accreditation framework supports national expectations and ensures consistency, while allowing HEIs to showcase their unique strengths in line with their missions. In addition, the approach introduced to support under-resourced or regionally disadvantaged institutions demonstrates LAMEMBA's sensitivity to institutional diversity. The criteria are supported by the guidelines and instrument handbooks, which are publicly available, demonstrating LAMEMBA's dedication to transparency and ease of use.

LAMEMBA's accreditation standards emphasize input- and outcome-based measures, integrating tracer studies, curriculum relevance, and student performance. The requirement for HEIs to submit Monitoring and Evaluation (Monev) reports annually following accreditation is a commendable approach, enabling LAMEMBA to track institutional progress and guide continuous improvement efforts. Furthermore, digital platforms such as LEXA and the online accreditation handbook enhance clarity and accessibility for stakeholders.

During the site visit, however, the Review Panel met with a representative from the Indonesian Chamber of Commerce and Industry (KADIN), who affirmed industry involvement with LAMEMBA's accreditation standards. However, the Review Panel saw less evidence regarding input from other key stakeholders. Feedback from HEIs, faculty, students, and professional associations was not clearly documented in the development of LAMEMBA's accreditation standards, and the Review Panel did not hear any strong evidence during the site visit to contradict this. While HEIs are currently satisfied with LAMEMBA's accreditation standards, this lack of broader-based consultation may limit stakeholder ownership and reduce the broader applicability and relevance of the standards.

LAMEMBA's benchmarking activities with AACSB and APQN demonstrate its dedication to global alignment. However, the SER does not include specific examples or evidence showing how these benchmarking efforts have directly shaped or updated accreditation instruments. During the interview with the Executive Board, the Review Panel discovered that the purpose of benchmarking AACSB is not to replace the body's accreditation or facilitate a joint accreditation, but rather to enable HEIs to obtain AACSB accreditation in a comparatively shorter timeframe (see Standard 4.1). Making

these connections clearer would enhance the credibility and international relevance of LAMEMBA's framework.

LAMEMBA's application of Standard 2.2 of the ISGs shows that its framework aligns with national priorities and promotes improvement across various institutional contexts. Strengthening stakeholder engagement, formalizing benchmarking impacts, and ensuring consistency in discretionary reviews will further enhance LAMEMBA's credibility and effectiveness.

2.3 THE EQAP'S EXTERNAL REVIEW PROCESS

THE EXTERNAL REVIEW FRAMEWORK HAS A CLEAR SET OF PROCEDURES FOR EACH TYPE OF REVIEW.

LAMEMBA maintains the independence of its review process by following rigorous procedures outlined in LAMEMBA Regulation No. 7 of 2021. This regulation ensures that external reviewers are selected based on competence and integrity, with a mandatory declaration of no conflict of interest. This guarantees objectivity and credibility throughout the assessment process.

Further transparency is assured by LAMEMBA Regulation No. 4 of 2021, which details Desk Evaluation procedures. These are publicly accessible through LAMEMBA's website, thus ensuring that the accreditation process remains open and transparent to all stakeholders. The method includes validation by the Accreditation Committee after the Desk Evaluation and Site Visit stages. A recent stakeholder survey cited in the SER found that 459 respondents (97.25%) affirmed the credibility of the process.

LAMEMBA allows virtual site visits to ensure continuity of assessments during emergencies or in remote areas. This is stipulated in LAMEMBA Regulation No. 5 of 2021 and exemplified in a 2023 case where a Technical Education Program in Tolitoli, Central Sulawesi, was evaluated virtually due to landslides.

Standardized instruments, structured reviewer training, and clear procedural documentation maintain consistency across evaluation teams. This minimizes discrepancies and enhances reliability of the evaluation outcomes. Post-site visit surveys further allow for stakeholder feedback, reinforcing impartiality and accountability.

Transparency is also supported through the publication of the APS EMBA Instrument (APS: Accreditation of Program Studies) and the Guidelines for Compiling Self-Evaluation Documents. These resources, publicly available on LAMEMBA's website, clarify HEIs' expectations and evaluation requirements.

Analysis

The Review Panel was clear that LAMEMBA demonstrates a strong commitment to structured, fair, and transparent review procedures conducted by an external panel

of reviewers with clearly defined roles and impartial execution. Its two-stage review process, consisting of Desk Evaluation and Site Visit, ensures that the external quality assurance activities are consistent and credible. This approach promotes impartiality and builds trust in the evaluation process.

As specified in the SER, LAMEMBA ensures that external reviewers are carefully selected based on predefined criteria. These include academic qualifications, professional experience, and geographic representation. YATA, which was demonstrated to the Review Panel during the site visit, also provides a transparent and traceable method of assigning reviewers to avoid conflicts of interest.

Furthermore, all external reviewers receive systematic training, including exposure to mock self-assessment reports (DEDs) and Study Program Performance Reports (DKPS). This ensures that the external reviewers can apply the accreditation standards consistently and objectively, enhancing the accreditation process's reliability.

LAMEMBA's accreditation timeline is also indicative of operational maturity. The average processing time improved from 123 days in 2023 to 109 days in 2024. This reflects efficiency and strong logistical coordination between the Secretariat, Accreditation Directorate, and external reviewers. Validation meetings ensure rigor and consistency before the Accreditation Committee and Executive Board make final decisions.

During the site visit, the Review Panel was able to confirm that the responsibilities of the Desk Evaluation Team, Site Visit Team, Accreditation Committee, and Executive Board are delineated and followed. The Review Panel found that LAMEMBA applies appropriate checks and balances throughout the evaluation process, with two rounds of validation. Clarifications gained during discussions with staff reinforced the Review Panel's view of the agency's alignment with international expectations for impartial and well-governed quality assurance.

However, while LAMEMBA states that stakeholder feedback is collected during the Site Visit phase, the SER and site visit discussions revealed a lack of structured, systematic tools, such as stakeholder surveys or formal feedback loops, for consistently gathering input from students, alumni, and employers. Adding such mechanisms would offer a deeper understanding of institutional effectiveness and enhance stakeholder participation in decision-making (see also Standards 3.1 and 6.2).

During the site visit, the Review Panel observed that LAMEMBA demonstrates a sustained commitment to improving quality assurance in underrepresented regions, especially in the Eastern part of the country. Evidence from interviews and documents reviewed by the Review Panel confirmed that targeted initiatives focused on capacity building and reducing regional disparities. These initiatives were evident in strategic planning documents and operational practices, clearly showing LAMEMBA's

dedication to promoting inclusivity and maintaining consistent standards across different geographic areas (See also Standard 2.1).

The Review Panel also found that LAMEMBA's efforts to promote regional equity are demonstrated by its direct support for institutions in Eastern Indonesia. Notable examples include providing discretionary assistance during evaluations, delivering tailored training programs, and facilitating partnership opportunities. These initiatives reflect a broader institutional commitment to inclusive and developmentally responsive accreditation practices. While programs that do not meet the minimum standards receive formal feedback and additional support mechanisms, such as publicly available guidelines and structured resubmission workshops, could help institutions improve and reapply more effectively. This developmental feedback loop could strengthen institutional capacity and solidify LAMEMBA's role as a quality enhancement partner.

LAMEMBA's implementation of Standard 2.3 of the ISGs exemplifies good practices in procedural clarity, regional responsiveness, and dedication to reviewer professionalism. Establishing solid feedback systems and providing greater support for institutions below minimum accreditation standards could further strengthen its role as a developmental and inclusive external quality assurance provider.

2.4 REGULAR SYSTEMIC REVIEWS

THE EQAP CONDUCTS REGULAR SYSTEMIC/THEMATIC REVIEWS TO INFORM ITS STAKEHOLDERS AND PUBLIC AT LARGE ON SYSTEMIC ISSUES/DEVELOPMENTS. AND TRENDS.

LAMEMBA's monitoring and evaluation systems are based on collaborative oversight with the BAN-PT Accreditation Council. The annual Monitoring and Evaluation (Monev) offers strategic recommendations for internal management improvements and guarantees the quality of accreditation procedures across the EMBA programs.

In line with national practices, LAMEMBA conducts regular evaluations to monitor the implementation and outcomes of accreditation. These evaluations align with the MoECRT and BAN-PT annual reports and cover governance, infrastructure, decision-making, human resources, financial management, and quality assurance systems.

These findings assist LAMEMBA in adjusting regulations, enhancing the consistency of its assessments, and proactively addressing sectoral challenges. Reports are submitted annually to the BAN-PT Council and verified through site visits at LAMEMBA headquarters, with final outcomes presented to the Minister of Education, Culture, Research, and Technology to ensure alignment with national policy.

Additionally, LAMEMBA ensures that the results of its external quality assurance processes are communicated transparently. Accreditation results are published on its official website and integrated into PD-Dikti, which supports precision and public access regarding the accreditation status of academic programs.

The Accreditation Council plays a key oversight role in ensuring LAMEMBA's activities align with set criteria. This governance model ensures accountability, promotes trust among stakeholders, and facilitates the continual enhancement of operational practices.

Analysis

During the interviews with the Executive Board and regulators, the Review Panel confirmed that LAMEMBA reviews its activities' core requirements by publishing its Annual Activity Report, which must be submitted to BAN-PT. These reports support accountability and transparency, and their publication demonstrates a commitment to external reporting practices aligned with national policies.

Internally, LAMEMBA is developing its IQA system. The Strategic Plan 2021–2025 includes initiatives to strengthen these internal mechanisms, such as efforts toward ISO certification and improved performance monitoring despite the fact that the IQA team had recently completed its review (see Standard 1.3).

The agency also leverages digital infrastructure to support quality assurance operations. Platforms like LEXA and YATA generate and store large volumes of data, including accreditation timelines, assessor activities, and program performance metrics. However, while these data assets have great potential for analysis, it was clear to the Review Panel that LAMEMBA does not yet use this data to produce comprehensive thematic or systemic reviews to identify cross-institutional trends, emerging challenges, or sector-wide recommendations.

Instead, the use of data analytics primarily focuses on operational improvements rather than on informing national policy or institutional strategy. The absence of publicly available thematic studies or longitudinal reports limits the broader impact LAMEMBA could have on shaping discourse in higher education quality assurance, particularly in Indonesia's diverse and evolving academic landscape.

By building analytical capacity and disseminating thematic reports on topics such as equity in accreditation outcomes, regional disparities, curriculum alignment with workforce needs, or assessor consistency, LAMEMBA could enhance its credibility as a thought leader. These initiatives would align with international best practices and contribute to LAMEMBA's strategic goal of becoming a globally respected accreditation body.

Furthermore, leveraging artificial intelligence (AI) tools could greatly boost motivation and efficiency within the Accreditation Directorate. Incorporating AI-powered analytics and automation into platforms like LEXA could speed up data processing, pattern recognition, and reporting tasks. Further training and better staff alignment with LAMEMBA's strategic goals would improve operational results and foster a culture of innovation and ongoing improvement.

Commendations

- The Review Panel commends LAMEMBA for its structured retrospective coaching programs. These initiatives demonstrate a strong commitment to continuous improvement, stakeholder engagement, and methodological refinement. They align effectively with international EQA practices and contribute significantly to operational excellence (2.1)

- The Review Panel commends LAMEMBA for its innovative and effective use of digital platforms, such as LEXA and YATA. These tools have significantly enhanced the efficiency, transparency, and accountability of its accreditation processes (2.1).

- The Review Panel commends LAMEMBA for incorporating an inclusive, context-aware model into its accreditation standards, primarily through its post-accreditation monitoring system and its flexibility for under-resourced institutions. These actions demonstrate a progressive, growth-oriented approach to quality assurance (2.2).

- The Review Panel commends LAMEMBA for its strategic focus on regional equity and the practical steps taken to empower disadvantaged institutions, which exemplify good practice in inclusive quality assurance (2.1 and 2.3).

- The Review Panel commends LAMEMBA on the review timelines, improvements, and rigorous external reviewer preparation, which reflect commendable operational maturity and alignment with international standards (2.3).

Recommendations

- The Review Panel recommends that LAMEMBA broaden its stakeholder consultation to include a wider range of participants, such as faculty, students, and administrators of HEIs, when reviewing and updating accreditation standards. It should also formalize and document how international benchmarking results influence the creation of its quality assurance tools (2.2).

- The Review Panel recommends that LAMEMBA develop and implement a standardized stakeholder feedback system, such as regular surveys or focus groups involving students, alumni, and other relevant parties, to ensure comprehensive input is systematically gathered and incorporated into the accreditation process. Additionally, structured support programs for institutions that do not meet minimum standards, such as resubmission guidance and post-review consultations, should be introduced to promote continuous improvement (2.3).

- The Review Panel recommends that LAMEMBA develop and publish regular thematic and systemic reviews on emerging trends, sector-wide challenges, and quality enhancements across accredited study programs in a comprehensive manner. Using its data analytics capabilities to produce evidence-based insights will support national policy development, institutional

learning, and enhance LAMEMBA's reputation as a leader in higher education quality assurance (2.4).

Suggestions for further improvement

- The panel encourages LAMEMBA to look at leveraging AI tools with a view to improving efficiency within the Accreditation Division (2.4).

3. The EQAP's Review of TE Providers: Evaluation, Decision Making and Appeals

☐ Not compliant   ☐ Partially compliant   ■ Substantially compliant   ☐ Fully compliant

3.1 EVALUATION

THE EVALUATION CONDUCTED BY EXTERNAL PANEL IS BASED ON A CLEARLY ARTICULATED AND PUBLICLY AVAILABLE CRITERIA AND METHODOLOGY.

LAMEMBA provides clear and complete disclosure of its policies, procedures, criteria, and methods for evaluating and assessing the program's performance. These documents are made publicly accessible before being implemented, reinforcing transparency and stakeholder confidence. For instance, Regulation No. 2 of 2021 on the Accreditation Process outlines step-by-step procedures, from adequacy of assessments to final validations, ensuring a systematic and consistent approach (SER, p. 41). In addition, key operational documents, such as DL-2: Criteria and Procedure for the External Review Process and DL-9: Guidelines for Assessment of Study Program Accreditation, provide comprehensive instructions on the review methodology and scoring mechanisms, including the benchmarks required to achieve high-level judgments such as 'Excellent'.

In addition, LAMEMBA ensures consistent application of evaluation criteria across all assessments. The standardized accreditation documents, such as DL-2 and the Accreditation Handbook, define the standards, processes, and methodologies used in every appraisal, ensuring fairness and objectivity for all HEIs. For instance, DL-2 includes comprehensive guidelines on preparing accreditation instruments, guiding internal and external stakeholders throughout the evaluation cycle.

All related documentation is publicly available on LAMEMBA's website and is also provided directly to HEIs and external reviewers before the commencement of the evaluation process, ensuring clarity, accessibility, and shared understanding of the quality assurance expectations.

LAMEMBA regularly trains its external reviewers through annual training programs and bimonthly clinics to maintain consistency. These sessions include practical case discussions to resolve ambiguities and provide a unified interpretation of the criteria. The evaluation process involves multiple verification stages that address any flagged issues. For example, the Accreditation Committee and Executive Board scrutinizes any assessment discrepancies during adequacy validation to ensure compliance with the accreditation handbook.

LAMEMBA aligns its accreditation tools with national regulations, such as the SN-Dikti. The recent update from the Minister of Education and Culture, Regulation Number

3/2020 to Regulation Number 53/2023, requires adjustments to keep all accreditation criteria relevant and aligned with current standards. For example, the new regulation provides more detailed criteria, including additional requirements for specific program learning outcomes and increased emphasis on graduate competitiveness.

LAMEMBA is currently updating its accreditation instrument to meet new regulatory standards. This includes reviewing new criteria, training external reviewers, and organizing sessions for higher education providers to help them adapt to their programs. These efforts aim to improve understanding, readiness, and transparency, thus strengthening the quality assurance framework in higher education/

Analysis

The Review Panel saw and heard evidence to confirm that LAMEMBA operates a strong evaluation method that ensures that institutional or program assessments are transparent, consistently implemented, and aligned with broader quality assurance goals through its well-organized evaluation framework, focused training programs, and the use of digital monitoring tools to track and support the evaluation process.

LAMEMBA's evaluation criteria are based on a nine-criterion framework and aligned with the updated Regulation No. 53 of 2023, which highlights graduate employability, curriculum design, and institutional innovation. The shift from Regulation No. 3 of 2020 marks a regulatory change that LAMEMBA has begun integrating into its evaluation tools and assessor training programs.

The dashboard system offers transparency and real-time updates on evaluation stages and timelines. This digital platform enables LAMEMBA staff and HEIs to track progress, manage documentation, and spot process bottlenecks. It is a noteworthy practice that enhances transparency and efficiency in evaluation management.

However, during the site visit, the Review Panel identified issues with the existing grading consistency, especially concerning the clause that allows institutions to achieve 'excellent' status by fulfilling only six core dimensions and delaying compliance with the remaining fifteen within a year. This raises questions about the coherence of the grading system and whether such provisions indicate conditional accreditation. LAMEMBA is encouraged to think about how this flexibility aligns with fairness and reliability in evaluation. Nonetheless, it is expected that the new instruments expected to be used in August 2025 will alleviate this problem.

Regarding capacity building, LAMEMBA conducts evaluation clinics and intensive training for external reviewers, which are commendable. Nonetheless, the Review Panel found limited evidence of structured mechanisms for calibrating reviewer judgments or incorporating systematic feedback from past reviews. Strengthening these aspects would improve the consistency and credibility of accreditation outcomes.

The Review Panel believes it is crucial to use feedback loops to update assessor guidance, clarify evaluation ambiguities, and ensure alignment with changing regulatory expectations. The SER indicates that post-evaluation reflections are conducted, but more documented examples of how such feedback is used to refine LAMEMBA's methodology are needed (See also 2.3 and 6.2).

Incorporating this feedback into training and instrument revision cycles would improve the evaluative framework's responsiveness and integrity. LAMEMBA demonstrates strong intent and development of good practices in ensuring clarity, consistency, and transparency in its evaluation methodology. Ongoing efforts to resolve grading inconsistencies, strengthen reviewer calibration, and use feedback loops for system improvement will further align the agency with Standard 3.1 of the ISGs.

3.2 DECISION-MAKING

THE EVALUATION CONDUCTED BY EXTERNAL PANEL IS BASED ON A CLEARLY ARTICULATED AND PUBLICLY AVAILABLE CRITERIA AND METHODOLOGY.

LAMEMBA decisions are made based on the evaluations conducted **by external assessors**, which rely on the Self-Evaluation Document (DED), the Study Program Performance Document (DKPS), and site visit verification. HEIs submit a Self-Evaluation Document (DED) and a Study Program Performance Document (DKPS), which serve as key self-assessment tools. External reviewers verify these documents to ensure they are thorough and fair.

LAMEMBA ensures that all accreditation decisions are based on published standards and procedures. Regulation No. 2 of 2021 on Accreditation Mechanisms guides the adequacy assessment stage, where HEIs' documents are evaluated using established criteria. The Accreditation Committee reviews any discrepancies identified by assessors to ensure objectivity and consistency.

The decision-making process includes several levels of validation to ensure fairness, thoroughness, and transparency. For example, after site visits, the Accreditation Committee, which consists of members from the Accreditation Council, Executive Board, and external reviewers, performs detailed evaluations to verify compliance with relevant regulations and quality standards.

LAMEMBA publishes accreditation results and relevant policy updates on its official website. This practice supports transparency, enhances public trust, and enables external accountability.

Despite these strengths, challenges remain. There are occasional discrepancies in accreditation ranking decisions between the Executive Board and Accreditation Committee, sometimes requiring additional sessions to align outcomes. Additionally,

over-reliance on citation metrics creates challenges for vocational programs, where practical skills may be better quality indicators.

To address these challenges, LAMEMBA plans to improve its validation process, add discretionary evaluation tools for vocational programs, and officially incorporate the Accreditation Council's validation stage into regulations. It also aims to include detailed assessment summaries alongside the final ranking to ensure clarity and provide meaningful feedback for institutions.

Analysis

The Review Panel finds that the decision-making process at LAMEMBA demonstrates a structured, multi-layered approach aligned with impartiality, rigor, and transparency. LAMEMBA's decisions consider the results of internal self-assessments and external validation processes, ensuring that HEIs undergo comprehensive evaluations.

The HEIs' submissions of Self-Evaluation Documents (DED) and Study Program Performance Documents (DKPS) are carefully reviewed by external reviewers for completeness and accuracy. The quality of these documents is evaluated based on criteria outlined in Regulation No. 2 of 2021 on Accreditation Mechanisms. This part of the process is a desk-based study and precedes a site visit, after which the same two assessors produce a report.

The Review Panel notes that final decisions are not made unilaterally but are validated, after both the desk-based work and the site visit, through a layered process involving the Accreditation Committee. This collective review seeks to eliminate potential bias and ensure decisions are based on evidence and comply with national regulations.

The Review Panel can confirm that LAMEMBA publishes accreditation review results and policy updates on its official website and affiliated platforms. This public disclosure strengthens the institution's dedication to open governance and stakeholder engagement.

Although the procedures are strong, the Review Panel wishes to highlight several areas that need improvement. Differences between the Executive Board and the Accreditation Council on ranking decisions sometimes cause delays in final approvals although generally, the average timeline of the accreditation process has reduced (see Standards 1.1, 2.1, and 2.3). Additionally, the heavy focus on citation-based indicators presents a challenge for vocational programs, which might be better evaluated through practical competencies.

The Review Panel confirms LAMEMBA's planned improvements to its decision-making process in response to these concerns and as suggested in Standard 1.1, reminds the agency to ensure that all actions are prioritized in line with the new Strategic Plan.

3.3 APPEALS AND COMPLAINTS

THE EVALUATION CONDUCTED BY EXTERNAL PANEL IS BASED ON A CLEARLY ARTICULATED AND PUBLICLY AVAILABLE CRITERIA AND METHODOLOGY.

LAMEMBA states in the SER that it reviews complaints within 24 working hours and directs them to the appropriate department, as outlined in Regulation No. 8 of 2021. Additionally, surveillance procedures defined in Regulation No. 13 of 2021 ensure the ongoing application of standards and monitoring processes. LAMEMBA tracked a KPI in 2023, showing that complaints made up less than 5% of total assessments, with the actual complaint rate being only 1%, demonstrating effective governance and responsiveness.

LAMEMBA also offers a confidential whistleblower system through its website, allowing stakeholders to report ethical violations or irregularities. This promotes accountability and enhances the transparency of the institution's quality assurance framework.

The appeals process follows a clear structure outlined in Regulation No. 8 of 2021. After receiving an official appeal letter with supporting documents, LAMEMBA reviews its completeness and forms an independent appeals team with two new assessors, one member of the Accreditation Council serving as team leader, and one accreditation staff member. The team's independence is maintained by ensuring assessors are not involved in the original evaluation.

Appeals may include additional site visits when needed, and results are reviewed in a plenary session of the Accreditation Council to ensure collective, transparent, and objective decisions. The final results are officially communicated to institutions and published on LAMEMBA's website. In 2024, only 12 study programs submitted appeals out of 837 completed processes, resulting in a 1.4% appeal rate, indicating a mostly high level of satisfaction and trust in the review outcomes.

However, LAMEMBA's current appeals and complaints process depends on manual methods such as email submission. This restricts system efficiency and traceability. To solve this, LAMEMBA plans to connect its complaints and appeals system to the LEXA platform, allowing real-time tracking, automated updates, and better accessibility for stakeholders.

Analysis

The Review Panel can confirm that LAMEMBA has established a structured and responsive system for managing complaints and appeals in alignment with international good practices and national regulatory requirements. These mechanisms promote transparency, fairness, and continual improvement in EQA procedures.

LAMEMBA's complaints procedure, governed by Regulation No. 8 of 2021, ensures that complaints are reviewed within 24 working hours and directed to the appropriate division for resolution. The process is supported by Regulation No. 13 of 2021, which details surveillance mechanisms that maintain the ongoing application of standards and operational procedures.

In 2023, LAMEMBA reported that the complaint rate remained below 1% of total assessments, significantly outperforming its KPI's target of less than 5%. This low complaint rate demonstrates the efficiency and responsiveness of LAMEMBA's internal systems.

LAMEMBA also maintains a whistleblower system accessible through its website, offering a confidential channel for reporting ethical violations and procedural irregularities. Although the link appeared broken, the Review Panel observed that it was repaired during the site visit. This effort strengthens LAMEMBA's institutional integrity and builds stakeholder's trust.

The Review Panel can also confirm that the appeals process, as outlined in Regulation No. 8 of 2021, operates as described above and was able to discuss this with representatives from HEIs who had undertaken the process and agreed that it was a thorough and impartial procedure. However, the Review Panel agreed that the current appeals and complaints systems rely heavily on manual processes, such as email submissions, which can delay communication and hinder systematic tracking. The Review Panel noted that LAMEMBA has recognized this limitation and supports its plans to incorporate these functions into its LEXA platform.

Commendations
- The Review Panel commends LAMEMBA for its structured and transparent evaluation system supported by a real-time digital dashboard and regular training clinics for assessors. These practices demonstrate a commitment to continuous improvement and capacity building in external quality assurance (3.1).
- The Review Panel commends LAMEMBA for institutionalizing a transparent, multi-stakeholder validation process that supports fairness, mitigates bias, and aligns accreditation decisions with national quality standards (3.2).

Recommendations
- The Review Panel recommends that LAMEMBA clarify the implications and conditions of partial fulfilment clauses in its grading system to prevent misinterpretation as conditional accreditation (3.1).
- The Review Panel recommends that LAMEMBA strengthen its reviewer calibration processes and better incorporate feedback from previous evaluations into training and methodological improvements (3.1).

- The Review Panel recommends that LAMEMBA speed up formally integrating its updated validation model into regulations and create complementary assessment indicators for vocational and professionally oriented programs to ensure fair and context-sensitive evaluations (3.2).

Suggestions for further improvement

- The Review Panel suggests that LAMEMBA integrate its appeals and complaints procedures into LEXA as soon as possible to improve efficiency, traceability, and stakeholder engagement (3.4).

4. Internationalization and External Relations

☐ Not compliant   ☐ Partially   ■ Substantially   ☐ Fully compliant
                                            compliant   compliant

4.1 INTERNATIONALIZATION

THE EQAP HAS A ROBUST INTERNATIONALIZATION STRATEGY THAT LEADS TO ENHANCED EFFECTIVENESS AND EFFICIENCY IN ITS OPERATIONS.

As described in Standard 1.1, internationalization has become increasingly important for LAMEMBA following the issuance of Minister of Education, Culture, Research, and Technology Regulation No. 53 of 2023, which specifies the requirements and criteria for becoming an international accreditation body and which permits LAMs to be recognized by the Ministry as a national accreditation body. In order to meet these criteria, LAMEMBA recognizes the need to establish strong international partnerships, since its recognition is dependent on approval by international or supranational registration bodies, international accords, or professional organizations. Strategically, therefore, LAMEMBA places great importance on the outcome of the ISGs review as evidence of alignment with international standards for external quality assurance to gain international accreditation status.

Indeed, international recognition and cooperation is one of the main pillars of its Strategic Plan 2021-2025. Other targets in this regard include international cooperation and application for admission to the Accreditation Institute Association (Accord). These are described as medium-term goals in the strategic plan. In addition, LAMEMBA will seek to develop an international accreditation instrument that can be widely adopted across various countries.

LAMEMBA's strategic approach to internationalization, therefore, is very much centered around the importance of alignment with global standards in higher education and the strategic plan sets out partnerships with international accreditation bodies as a key step towards achieving globally recognized standards. Of particular importance, given its disciplinary focus, the agency signed a Memorandum of Understanding with AACSB International in 2022. It is a member of INQAAHE and APQN, and the Self-Evaluation Report (SER) spoke of collaborations with Timor Leste (ANAAA), Uzbekistan, Malaysian Qualifications Agency (MQA), and BBR Philippines Corporation.

LAMEMBA believes that its approach to internationalization and its impact is apparent in various aspects of its operational policies and practices. For example, the practices of internationally recognized accreditation organizations such as AACSB International amongst others, inform LAMEMBA's own accreditation models to ensure that they align with global standards. AACSB and LAMEMBA have also agreed to collaborate in various mutually beneficial areas to enhance the quality of business education in

Indonesia, including external reviewer capability, institutional governance, and aligning accreditation standards to reduce accreditation fatigue. One outcome of ensuring alignment between LAMEMBA and AACSB accreditation standards is that the required accreditation timeline could be reduced in future from 6–7 years to 4–5 years for programs that have already obtained LAMEMBA accreditation.

Currently much of LAMEMBA's international activity is based around participation in seminars and conferences on new developments in quality assurance organized by the various networks of which it is a member. Through such fora, LAMEMBA hopes to expand its network of partnerships with other international accreditation agencies.

To address the various challenges it faces in the international field and to achieve its strategic goals, LAMEMBA states in the SER that its plan is to focus on strengthening international collaboration and enhance its global credibility through actions such as:

- Deepening its partnership with AACSB to streamline the accreditation process for study programs
- Establishing itself as a trusted international accreditation body by developing a globally adaptable accreditation instrument. To support this, LAMEMBA will expand its network with international accreditation institutions, fostering joint visits, collaborative assessments, and knowledge-sharing initiatives.
- Prioritizing capacity-building activities, including joint training programs with international partners to enhance the competence of its assessors and staff.
- Initiating joint projects with international institutions to develop advanced accreditation methodologies and research collaboration programs.
- Introducing staff exchange programs will be introduced to strengthen cross-cultural understanding and practical experience.

Overall, LAMEMBA aims to expand its influence in the international arena, improve the quality of accreditation, and provide a greater positive impact on higher education in Indonesia.

Analysis

It was clear to the Review Panel, throughout the site visit, that the recent change in the MoECRT Regulation No. 53 of 2023, along with the Ministerial Decree No. 235/M/2024, has significantly impacted LAMEMBA's goal to become an international accreditation body. The Review Panel was informed by internal stakeholders that the agency is counting on a positive result in seeking external evaluation of its performance in compliance with the ISGs.

The review panel can confirm that LAMEMBA's internationalization strategy is reflected in its Strategic Plan 2021-2025 with three targets. It signed an MOU with AACSB in 2022, followed by membership in INQAAHE and APQN in 2023.

In the view of the Review Panel, the internationalization strategy is sensible, considering that the previous regulation implemented in 2020 permitted HEIs to seek international accreditation directly for their study programs. LAMEMBA has demonstrated openness to international developments by examining the international practices of accreditation, including the Washington Accord, Accreditation Board for Engineering and Technology (ABET), AACSB International, European Foundation for Management Development (EFMD) Quality Improvement System (EQUIS), and the International Accreditation Council for Business Education (IACBE).

However, while the Review Panel commends LAMEMBA for its substantial efforts, it is unclear how these practices are incorporated into LAMEMBA's accreditation work, which includes those of AACSB International. Since the MOU will last until 10 November 2027, and covers aspects such as accreditation assessors' capabilities, institutional governance, accreditation standards, joint events, and communicating benefits of the partnership to external stakeholders, it is important to provide details on what has been done and accomplished to date, other than attending the various AACSB seminars in 2023 and 2024 and the discussion on improving the quality of business schools in Indonesia in September 2024. In other words, the impact of such activities should be demonstrable.

The Review Panel is also of the view that LAMEMBA's internationalization strategy is still in its infancy stage although it is etched in its mission and strategic plan. Aside from participating in seminars, as yet, there are no explicit activities in terms of exchange of good practices, joint capacity building, review of decisions, joint projects and/or staff exchanges, which would indicate a level of maturity in relation to internationalization. The Review Panel hopes that the improvement plans indicated in the SER, which include the accreditation instrument, network with international accreditation bodies, joint visits, collaborative research and assessments, capacity building, staff exchange, and knowledge-sharing initiatives, will be prioritized and detailed in LAMEMBA's next strategic plan.

Whilst the Review Panel could see the efforts made by LAMEMBA to engage and collaborate in the international field, it noted that the agency recognizes that more strategic and diverse international collaborations still need to be developed to achieve its goals. initiatives such as joint projects to develop innovative accreditation methodologies and research collaboration programs, as well as staff exchanges to strengthen cross-cultural understanding and practical experience, are still not part of LAMEMBA's collaboration agenda. Interviews at the site visit confirmed that the experience of, for example, working with Timor-Leste is valuable for both LAMEMBA and ANAAA but such work will need to be further embedded in the agency's strategic plan through carefully considered partnerships with whom joint projects can be mutually beneficial.

Throughout the site visit, those who were interviewed by the Review Panel emphasized that Indonesian higher education in the field of EMBA cannot improve in isolation and that it needs to be viewed through an international lens in terms of standards and delivery of programs. Currently, the accreditation process for study programs requires any program seeking an 'excellent' rating to meet international-level criteria, including international collaborations, student and faculty mobility, and the presence of international lecturers. In the future, programs will be able to choose between a 'national' accreditation instrument and an 'international' one, thus, the importance of international criteria will continue.

The Review Panel recognizes the importance of LAMEMBA's international strategy and can see the efforts that the agency is making in this regard. However, the Review Panel also believes that such a strategy must recognize, prioritize, and implement the actions necessary to achieve its goals of international recognition and cooperation and application for admission to the Accreditation Institute Association (Accord). These will not be achieved merely by the attendance at international fora but through concrete actions to develop and improve capacity in the international arena and impact in Indonesian higher education.

4.2 EXTERNAL RELATIONS

THE EQAP EFFECTIVELY PROMOTES ITS COLLABORATIONS WITH KEY PLAYERS IN NATIONAL, REGIONAL, AND INTERNATIONAL CONTEXTS.

At the national level, LAMEMBA closely cooperates with relevant professional organizations and study program associations such as the Indonesian Economists Association (ISEI), the Indonesian Accountants Association (IAI), and the Association of Indonesian Faculties of Economics and Business (AFEBI). This level of collaboration is important in developing assessment standards and accreditation instruments that are relevant to national needs. In addition, LAMEMBA signed an MoU with the Indonesian Chamber of Commerce and Industry (KADIN) in 2024, the aim of which is to ensure that the higher education curriculum is in accordance with industry demands, ensuring its quality assurance standards are aligned with the practical requirements of the Indonesian workforce, promoting a 'link and match' between education and industry demands. LAMEMBA also actively communicates and coordinates with other independent accreditation agencies (LAMs) in order to discuss education trends and issues in Indonesia.

Regionally and internationally, LAMEMBA actively seeks partnerships and collaborations to further its mission and ensure the successful implementation of its strategies. However, it believes that, in order to encourage EMBA study programs in Indonesia to be able to compete globally, its role must be strengthened. Actions include a more dynamic marketing strategy for such programs and also the facilitation of joint research projects and dual degree programs with partner universities abroad, which could enhance the capacity and reputation of the Indonesian programs.

LAMEMBA has also established partnerships with various international institutions, although it acknowledges that these partnerships could be further optimized through more strategic and targeted collaboration (see 4.1).

Analysis

At the site visit, the Review Panel was able to meet with LAMEMBA's national stakeholders and also one of its international partners (ANAAA) from Timor-Leste. At the national level, the cooperation with the agency's founder bodies (ISEI, IAI, and AFEBI), all of whom have a direct interest in LAMEMBA's affairs, and the Indonesian Chamber of Commerce and Industry (KADIN) was revealed through interviews at the site visit to be fruitful. The same is true of the relationship with the MoECRT and BAN-PT. Representatives from these bodies appreciated the communication and collaboration with the agency and the regulators in particular informed the Review Panel that they were very happy to listen to proactive ideas on further collaboration and communication.

Although it was mentioned in Standard 4.1 that LAMEMBA collaborates with the Central Asian institutions such as Uzbekistan, MQA, BBR Philippines Corporation, and is in the process of drafting an MOU with the ANAAA in Timor-Leste, in fact all of these relationships except the one with ANAAA are inactive, and the nature of each relationship and how LAMEMBA promotes its mission and coordinates and communicates the oversight of its provisions is unclear. This corroborates the Review Panel's conclusion that, although LAMEMBA has strong and beneficial relationships with its national stakeholders, nonetheless, it is still in the early stages of developing partnerships with its international stakeholders. The Review Panel believes that, in line with other areas of this report, the improvement plans indicated in the SER, which include a robust branding and marketing strategy, academic recognition, international partnerships, and activities, should be prioritized and included in LAMEMBA's next strategic plan together with evaluation and monitoring targets.

Commendations
- The Review Panel commends LAMEMBA that the collaboration with ANAAA is moving at a commendable pace. This partnership strengthens mutual trust and accelerates the development of systems benefiting accreditation processes (4.1).

Recommendations
- The Review Panel recommends that LAMEMBA consider its internationalization goals in the light of the next strategic plan and ensures that the plan recognizes, prioritizes, implements, and evaluates the outcomes of concrete actions that will enable it to achieve its goals (4.1).

Suggestions for further improvement

- The Review Panel suggests that LAMEMBA continue to develop its working relationship with the other LAMs further to increase the benefits of potentially impactful work, not least with institutions in the Eastern part of the country and in capacity-building in the international field (4.2).

5. Integrity, Disclosure and Transparency

☐ Not compliant ☐ Partially compliant ☐ Substantially compliant ■ Fully compliant

5.1 INTEGRITY

THE EQAP OPERATES WITH INTEGRITY AND PROFESSIONALISM AND ADHERES TO ETHICAL AND PROFESSIONAL STANDARD.

As described in Standards 2.1, 2.3, and 3.1 of the ISGs, LAMEMBA has explicit policies and procedures in place to ensure the integrity of its accreditation functions. These are reflected in its governance structure (the various boards and the council) (see Standard 1.1), the external review procedures (comments by HEIs on the field assessment reports), and adherence to ethics and confidentiality among its staff and external reviewers. External reviewers and all parties involved in the field assessments are required to sign a code of ethics contract to pledge neutrality, openness, and ethical conduct throughout the assessment.

In addition, there is a provision that prevents LAMEMBA's Executive Board members from offering capacity-building or academic services to any EMBA programs. LAMEMBA also monitors the external reviewers' behaviour. Integrity is also displayed in the periodic reports submitted to BAN-PT.

Analysis

In the view of the Review Panel, LAMEMBA has policies and procedures in place to ensure integrity in its accreditation functions and that it operates in an open, reliable, and transparent manner. The Review Panel takes note of the surveys undertaken by LAMEMBA to evaluate its compliance with its code of ethics and the professionalism of its external reviewers and accreditation personnel. The results showed that 98.5% of 465 respondents rated LAMEMBA as very compliant. The same rate of respondents also rated etiquette at the highest level. The results illustrate LAMEMBA's commitment to fostering a respectful and professional accreditation requirement through continuous training, enforcement of ethical guidelines, and strict monitoring of assessor behaviour.

The Review Panel appreciates LAMEMBA's admission that the whistleblowing mechanism is currently confined to monitoring the external reviewers' conduct during their assignments, and at the same time, concurs with LAMEMBA that it is challenging to monitor all the external reviewers. The Review Panel agrees that incorporating integrity in training and refresher programs is very important, as in informing study programs under assessment about the external reviewers' identities. The recusal of external reviewers by the study programs or even the reviewers themselves is one option to consider for LAMEMBA to enhance trust and integrity in its operations.

5.2 DISCLOSURE

THE EQAP ENSURES DISCLOSURE AT DIFFERENT LEVELS OF ITS ACTIVITY IN LINE WITH THE CULTURE WITHIN WHICH OPERATES.

As described in Standards 2.1, 2.3, and 3.1 of the ISGs, LAMEMBA discloses its policies and procedures for program accreditation on its website (https://lamemba.or.id/peraturan) and LEXA. During the site visit, the assessment report is signed by the external reviewers and the study program, which allows the study program to know the possible outcome in advance. The accreditation decisions are made publicly available on LAMEMBA's website (https://lamemba.or.id/data_akreditasi.html) so that HEIs and the general public can view them. LAMEMBA also has its own procedure for linking the accreditation results to the BAN-PT's website (https://www.banpt.or.id) and the MoECRT's website (https://pddikti.kemendikbud.go.id).

Analysis

The Review Panel takes note of LAMEMBA's plan to benchmark the disclosure practices of other external quality assurance providers (EQAPs), as well as increase assessors' capacities to provide detailed reports. The Review Panel believes that LAMEMBA could do more in this area, such as by making available on its website a summary of the accreditation reports, best practices from accredited study programs, particularly those with excellent ratings, and the external review reports from BAN-PT and possibly also from INQAAHE. These ideas were discussed with various interviewees during the site visit and were well received.

5.3 TRANSPARENCY

THE EQAP HAS ROBUST SYSTEMS IN PLACE TO ENSURE TRANSPARENT AND TRUSTWORTHY OPERATIONS.

LAMEMBA is transparent in disclosing its policies, procedures, and the accreditation process based on the seven regulations formulated, which can be found on LAMEMBA's website (https://lamemba.or.id). To enhance transparency, the Study Program Pocket Book, along with the accreditation forms, is also made available on LAMEMBA's website.

LAMEMBA has a robust information system based on its LEXA and YATA to support transparent, efficient, data-driven, and reliable decision-making throughout the accreditation process. LEXA provides automated email notifications to study programs, enabling HEIs to monitor their progress efficiently and stay on track. To maintain consistency and compliance with national regulations, LAMEMBA's systems are fully integrated with the National Data Platform for Higher Education (PD-Dikti).

Analysis

In the view of the Review Panel, LAMEMBA's published documents are clear and accessible. Furthermore, integrating LEXA with PD-Dikti is considered good practice. The Review Panel would like to commend LAMEMBA for the initiative taken.

It was clear to the Review Panel during the site visit that LAMEMBA has established itself as a trusted accreditation body with immense support from the Ministry, BAN-PT, HEIs, and students. For students, LAMEMBA's accreditation signifies vital opportunities for employment, partnerships, scholarships, international recognition, and societal impact, while also serving as a robust investment in their future.

While the Review Panel takes note of LAMEMBA's plan to update its regulations to align with the latest policies and communicate with all the EMBA study programs and external reviewers, given the wealth of data available from accreditation, and given LAMEMBA's primary purpose of enhancing higher education quality in the fields of EMBA in Indonesia to produce competent and competitive human resources based on the Indonesian constitution, an extension to its system to embed data analytics is feasible. It is possible that the outcomes from the analysis conducted can be used to inform HEIs about the quality assurance areas most lacking, so that HEIs can take remedial action. This, in the Review Panel's view, could also complement the surveys performed by the different stakeholder groups (see also Standards 2 and 6).

Commendations
- The Review Panel commends LAMEMBA for its clear establishment as a trusted accreditation body. For students, LAMEMBA's accreditation signifies opportunities for employment, partnerships, scholarships, international recognition, and societal impact, while also serving as a robust investment in their futures (5.3).

Suggestions for further improvement
- The Review Panel suggests that LAMEMBA consider the recusal of external reviewers by the study programs or even the reviewers themselves as an option to enhance trust and integrity in its operations (5.1).
- The Review Panel suggests that LAMEMBA consider making available on its website a summary of the accreditation reports, including best practices from accredited study programs, particularly those with excellent ratings, to enhance opportunities for learning and improvement (5.2).

6. Stakeholder role and engagement

☐ Not compliant   ☐ Partially compliant   ■ Substantially compliant   ☐ Fully compliant

6.1 STAKEHOLDER ROLE

THE EQAP IS CLEAR IN THE EXPECTATIONS OF EACH STAKEHOLDER GROUP.

The SER provided a chart showing LAMEMBA's different stakeholders, as well as their roles and influence on various aspects of its work. As well as LAMEMBA's various governance bodies, external reviewers, and LAMEMBA staff are also cited as internal stakeholders. Although the Honorary Board is described as an internal stakeholder, nonetheless representatives from three external bodies (ISEI, IAI, and AFEBI) sit on that Board, thus ensuring an external contribution to strategic development.

External stakeholders include the MoECRT, BAN-PT, HEIs and their study programs, the independent accreditation agencies (LAMs), industry partners, and international partners. LAMEMBA recognizes the impact of its partnerships with industry representatives in ensuring that its accreditation criteria address both academic and workforce demands.

Currently, LAMEMBA believes that it has established clear distinctions and effective engagement with both internal and external stakeholders but recognizes that this is susceptible to changes in government regulations and policies. For example, the transition to Regulation No. 53/2023 on Higher Education Quality Assurance necessitated speedy adjustments in processes and criteria to ensure that LAMEMBA maintained its alignment with national standards. This emphasizes the necessity for ongoing communication and collaboration.

LAMEMBA is keen to ensure that it is proactive in consulting with MoECRT and BAN-PT in order to anticipate policy changes, thus allowing it to prepare its stakeholders for any changes. It plans to implement a comprehensive risk mitigation strategy that actively involves both internal and external stakeholders to help it manage the impact of regulatory changes and also plans to strengthen its collaboration with government bodies.

Through such collaborative efforts, LAMEMBA believes it can effectively adapt to shifting policies while maintaining the trust of its stakeholders in its accreditation system.

Analysis

The Review Panel appreciated the clearly set out information in the SER regarding LAMEMBA's internal and external stakeholders, including their roles and impact. It also noted that the membership of its Honorary Board ensures that diverse

perspectives are included in the organization's governance and strategic discussions. The Review Panel also acknowledges the risk of frequent regulatory and policy changes, and the resulting mitigation plans to strengthen collaborations with government bodies, i.e., BAN-PT and MoECRT, as well as with organizations such as AFEBI and KADIN to ensure the incorporation of industry-specific competencies in LAMEMBA's accreditation criteria.

However, the Review Panel noted that students are not included in the list of stakeholders. In line with its main purpose of enhancing higher education quality in the fields of EMBA in Indonesia to 'produce competent and competitive human resources' based on the Indonesian constitution, the Review Panel believes that students should be recognized as one of the external stakeholder groups. During the interviews, it became clear to the Review Panel that, across the interviewees, there was a view that students could usefully contribute to the work of the agency. This need not necessarily be as a student assessor but perhaps as part of a representative student forum whose views on various matters are sought on a regular basis each year (see also Standard 1.1).

The Review Panel has already set out its views on the need for a comprehensive risk management plan under Standard 1 of this report and believes that this should extend to those risks that may be related to stakeholder engagement.

6.2 STAKEHOLDER ENGAGEMENT

THE EQAP ENSURES MEANINGFUL AND IMPACTFUL STAKEHOLDER ENGAGEMENT IN ITS FUNCTIONS.

LAMEMBA's policies aim to ensure proactive stakeholder engagement in all aspects of its work, and it holds an Annual General Meeting at least once a year to allow key stakeholders to discuss organizational strategies and priorities. The composition of the Honorary Board, which includes external stakeholders from the founder bodies, allows LAMEMBA to act swiftly on urgent matters, such as implementing changes to accreditation regulations, without compromising stakeholder engagement.

Externally, LAMEMBA actively collaborates with AFEBI to conduct socialization sessions at public and private universities to discuss updates on accreditation standards. Industry feedback in LAMEMBA's work is provided through the input of KADIN. This ensures that accreditation tools align with workforce needs, such as emphasizing graduate employability and curriculum relevance. These concrete examples highlight LAMEMBA's dedication to inclusive, collaborative, and impactful stakeholder engagement practices.

Nevertheless, LAMEMBA currently does not have a structured mechanism to collect comprehensive feedback from its stakeholders. LAMEMBA also notes a gap in the limited direct interaction between stakeholders (see also Standards 2.3 and 3.1), such as the HEIs, external reviewers, and industry partners. Although LAMEMBA

collaborates with organizations such as AFEBI, ISEI, IAI, and KADIN, the lack of formal meetings, such as conferences or seminars, limits opportunities for knowledge sharing and collaboration among these groups, which, in turn, limits the ability to comprehensively address broader industry trends and stakeholder expectations.

In order to improve its stakeholder engagement, LAMEMBA plans by 2025 to implement annual surveys to collect feedback from HEIs, external reviewers, and industry partners. It also seeks to host annual gatherings such as seminars or conferences to promote collaboration and knowledge sharing.

Analysis

During the site visit, the Review Panel learned that engagement with stakeholders, notably on matters related to standards, procedures, reviews, and decision-making, is confined to internal stakeholders (i.e., its boards and the Council). External stakeholders, particularly HEIs, are provided with updates on the accreditation standards, and feedback was sought solely from the industry body (KADIN). The Review Panel is of the view that LAMEMBA could usefully consider having more external representation on its boards, i.e., from outside the founder bodies. This could come from the HEIs or an international agency, especially, as the Review Panel was told at the site visit, initial international collaborations will focus on the ASEAN region.

For the standards to be accepted by the HEIs, it is imperative to solicit their feedback, together with external reviewers, other relevant associations, specific international accreditation bodies, and students. Further, the Review Panel believes that LAMEMBA would benefit from frequent and in-depth discussions with various internal and external stakeholders concerning current and future trends relevant to education, which can help it build its next strategic plan. In addition, the findings from the analysis carried out on program accreditation, including best practices, benchmarking, and other survey results, could be shared with stakeholders during the annual seminars or conferences planned for 2025 onwards. This not only allows LAMEMBA's standards to be recognized more broadly and internationally, but it also helps to ensure buy-in from a broader variety of stakeholders, especially the HEIs (see Standards 1 and 2).

Recommendations
- The Review Panel recommends that LAMEMBA increase its efforts to identify and involve internal and external stakeholders and to involve them appropriately in its work. This includes seeking potential external members to sit on the agency's various boards and finalizing plans for collection of stakeholder feedback (6.2).

Suggestions for further improvement

- The Review Panel suggests that LAMEMBA find a way to formally seek the student perspective, captured through representation, surveys, and capacity-building initiatives, which could significantly enhance LAMEMBA's accreditation processes and align them with international good practice in the field of student engagement (6.1).

CONCLUSION

Summary of commendations

- The Review Panel commends LAMEMBA for its dedicated staff who have a clear understanding of their roles and whose collaboration ensures institutional satisfaction and reflects LAMEMBA's commitment to enhancing accreditation processes effectively (1.2).
- The Review Panel commends LAMEMBA for profiling its external reviewers, which enables it to discover talents who could benefit from specialized training to meet international accreditation standards (1.2).
- The Review Panel commends LAMEMBA for the meticulous selection and training of assessors, including their ongoing coaching (1.2).
- The Review Panel commends LAMEMBA for its structured retrospective coaching programs. These initiatives demonstrate a strong commitment to continuous improvement, stakeholder engagement, and methodological refinement. They align effectively with international external quality assurance (EQA) practices and contribute significantly to operational excellence (2.1)
- The Review Panel commends LAMEMBA for its innovative and effective use of digital platforms, such as LEXA and YATA. These tools have significantly enhanced the efficiency, transparency, and accountability of its accreditation processes (2.1).
- The Review Panel commends LAMEMBA for incorporating an inclusive, context-aware model into its accreditation standards, primarily through its post-accreditation monitoring system and its flexibility for under-resourced institutions. These actions demonstrate a progressive, growth-oriented approach to quality assurance (2.2).
- The Review Panel commends LAMEMBA for its strategic focus on regional equity and the practical steps taken to empower disadvantaged institutions, which exemplify good practice in inclusive quality assurance (2.1 and 2.3).
- The Review Panel commends LAMEMBA on the review timelines, improvements, and rigorous external reviewer preparation, which reflect commendable operational maturity and alignment with international standards (2.3).
- The Review Panel commends LAMEMBA for its structured and transparent evaluation system supported by a real-time digital dashboard and regular training clinics for assessors. These practices demonstrate a commitment to continuous improvement and capacity building in external quality assurance (3.1).
- The Review Panel commends LAMEMBA for institutionalizing a transparent, multi-stakeholder validation process that supports fairness, mitigates bias, and aligns accreditation decisions with national quality standards (3.2).

- The Review Panel commends LAMEMBA that the collaboration with ANAAA is moving at a commendable pace. This partnership strengthens mutual trust and accelerates the development of systems benefiting accreditation processes (4.1).
- The Review Panel commends LAMEMBA for its clear establishment as a trusted accreditation body. For students, LAMEMBA's accreditation signifies opportunities for employment, partnerships, scholarships, international recognition, and societal impact, while also serving as a robust investment in their futures (5.3).

Result per standard

STANDARD	ASSESSMENT
1. Legitimacy of the External Quality Assurance Provider (EQAP)	Substantially compliant
2. The EQAP's Framework for External Reviews of the Quality of Tertiary Education Providers (TEP)	Substantially compliant
3. The EQAP's Review of TEP: Evaluation, Decision Making and Appeals	Substantially compliant
4. Internationalization and External Relations	Substantially compliant
5. Integrity, Disclosure and Transparency	Fully compliant
6. Stakeholder role and engagement	Substantially compliant

Overview of judgements and recommendations

- The Review Panel recommends that, in finalizing the new strategic plan, LAMEMBA works to ensure that this focuses on the measurable impacts of the current and future plans, including its alignment with its vision, mission, and objectives, and the accreditation instruments (1.1).
- The Review Panel recommends that LAMEMBA look carefully at the many improvement actions that it set out in its SER and consider which of these contribute to the strategic goals in the new strategic plan so that they can be prioritized and monitored as part of the overall strategic direction provided by that new plan (1.1).
- The Review Panel recommends that LAMEMBA evaluate the workload of the staff in the Accreditation Directorate to ensure that it can manage the impact of any future change to or increase in accreditation activities (1.2).
- The Review Panel recommends that LAMEMBA broaden its stakeholder consultation to include a wider range of participants, such as faculty, students, and administrators of higher education institutions, when reviewing and updating accreditation standards. It should also formalize and document how international benchmarking results influence the creation of its quality assurance tools (2.2).

- The Review Panel recommends that LAMEMBA develop and implement a standardized stakeholder feedback system, such as regular surveys or focus groups involving students, alumni, and other relevant parties, to ensure comprehensive input is systematically gathered and incorporated into the accreditation process. Additionally, structured support programs for institutions that do not meet minimum standards, such as resubmission guidance and post-review consultations, should be introduced to promote continuous improvement (2.3).
- The Review Panel recommends that LAMEMBA develop and publish regular thematic and systemic reviews on emerging trends, sector-wide challenges, and quality enhancements across accredited study programs in a comprehensive manner. Using its data analytics capabilities to produce evidence-based insights will support national policy development, institutional learning, and enhance LAMEMBA's reputation as a leader in higher education quality assurance (2.4).
- The Review Panel recommends that LAMEMBA clarify the implications and conditions of partial fulfilment clauses in its grading system to prevent misinterpretation as conditional accreditation (3.1).
- The Review Panel recommends that LAMEMBA strengthen its reviewer calibration processes and better incorporate feedback from previous evaluations into training and methodological improvements (3.1).
- The Review Panel recommends that LAMEMBA speed up formally integrating its updated validation model into regulations and create complementary assessment indicators for vocational and professionally oriented programs to ensure fair and context-sensitive evaluations (3.2).
- The Review Panel recommends that LAMEMBA consider its internationalization goals in the light of the next strategic plan and ensures that the plan recognizes, prioritizes, implements, and evaluates the outcomes of concrete actions that will enable it to achieve its goals (4.1).
- The Review Panel recommends that LAMEMBA increase its efforts to identify and involve internal and external stakeholders and to involve them appropriately in its work. This includes seeking potential external members to sit on the agency's various boards and finalizing plans for collection of stakeholder feedback (6.2).

Suggestions for further improvement

- The Review Panel suggests that LAMEMBA reviews its approach to the selection and recruitment of assessors to ensure that it receives applications from and is able to recruit assessors who are non-practitioners or who come from the eastern part of the country in order to further embed and strengthen alignment with real-world demands and to foster a sense of inclusion and

involvement across all parts of the Indonesian higher education (HE) sector (1.2).

- The panel encourages LAMEMBA to look at leveraging AI tools with a view to improving efficiency within the Accreditation Division (2.4).
- The Review Panel suggests that LAMEMBA integrate its appeals and complaints procedures into the LEXA system as soon as possible to improve efficiency, traceability, and stakeholder engagement (3.4).
- The Review Panel suggests that LAMEMBA continue to develop its working relationship with the other LAMs further to increase the benefits of potentially impactful work, not least with institutions in the Eastern part of the country and in capacity-building in the international field (4.2).
- The Review Panel suggests that LAMEMBA consider the recusal of external reviewers by the study programs or even the reviewers themselves as an option to enhance trust and integrity in its operations (5.1).
- The Review Panel suggests that LAMEMBA consider making available on its website a summary of the accreditation reports, including best practices from accredited study programs, particularly those with excellent ratings, to enhance opportunities for learning and improvement (5.2).
- The Review Panel suggests that LAMEMBA find a way to formally seek the student perspective, captured through representation, surveys, and capacity-building initiatives, which could significantly enhance LAMEMBA's accreditation processes and align them with international good practice in the field of student engagement (6.1).

ANNEX 1: EXTERNAL REVIEW PANEL AND VISIT PROGRAMME

Panel composition

Role	Name	Position	Institution	World region
Chair	Siong Choy Chong	Executive Dean of the Faculty of Business and Law	Taylor's University Malaysia	Southeast Asia
Expert	Tariq al Sindi	Secretary General	Arab Network for Quality Assurance in Higher Education (ANQAHE)	Middle East
Secretary	Fiona Crozier	HE Consultant	Independent	Europe
Observer	N/A			
Coordinator	Concepción Herruzo		AQU Catalunya/INQAAHE	Europe

Visit programme

Time	Activity
Day 0: Wednesday, 18/06/2025	
16:00	Arrival
19:00	Welcoming Dinner
Day 1: Thursday, 19/06/2025	
08:00	Arrival
08:00-09:00	Preparatory Meeting
09:00-10:00	**Session 1: LAMEMBA Leadership Team**
10:00-10:15	Coffee Break
10:15-11:15	**Session 2: LAMEMBA's Governance**
11:15-11:30	Transition/break
11:30-12:30	**Session 3: LAMEMBA's Regulator**
12:30-13:45	Lunch & Prayer
13:45-15:00	**Session 4: Rectors or senior management representatives from HE institutions with accreditation experience**
15:00-15:15	Transition/break
15.15-15:55	**Session 5: Assessors**
15:55-16.35	**Session 6: Assessor Committees - ASKA**
16:35-17:00	Panel Internal Meeting

18:00	Dinner
Day 2: Friday, 20/06/2025	
08:00	Arrival
08:00-09:00	Preparatory Meeting
09:00-10:30	**Session 7: Staff related to EQA System and Administrative Staff**
10:30-10:45	Coffee Break
10:45-11:45	**Session 8: Internal Quality Assurance**
11:45-13:30	Lunch and Friday Prayer
13:30-14:30	**Session 9: External Stakeholders**
14:30-14:45	Transition/break
14:45-15:45	**Session 10: External Relations**
15:45-16:00	Transition/break
16:00-17:00	**Session 11: External Stakeholders: Student Representative**
17:00-17:30	Panel Internal Meeting
18:00	Dinner
Day 3: Saturday, 21/06/2025	
08:00	Arrival
08:00-08:30	Preparatory Meeting
08:30-09:30	**Session 12: Review results decision-making**
09:30-09:50	Call back session
09:50-11:00	Panel Internal Meeting
11:00-11.30	**Oral Exit Report**
11:30-13:00	Lunch and Prayer
13:30	Departure

ANNEX 2: GLOSSARY

INQAAHE : International Network for Quality Assurance Agencies in Higher Education

ISG : International Standards and Guidelines

AACSB : Association to Advance Collegiate Schools of Business

AFEBI : Asosiasi Fakultas Ekonomi dan Bisnis Indonesia (Association of Indonesian Faculties of Economics and Business)

AFEBSI : Aliansi Fakultas Ekonomi dan Bisnis Swasta Indonesia (Alliance of Indonesian Private Faculty of Economics and Business)

AFEBIS : Asosiasi Fakultas Ekonomi dan Bisnis Islam (Association of Islamic Economics and Business Faculties)

APS EMBA : Akreditasi Program Studi Ekonomi, Manajemen, Bisnis, dan Akuntansi (Accreditation for Economics, Management, Business, and Accounting Programs

Assesor : An assessor is a qualified expert, typically from academia or industry, with extensive experience in their field, responsible for evaluating and verifying the quality and compliance of an institution or program based on established accreditation standards.

BAN-PT : Badan Akreditasi Nasional Perguruan Tinggi (National Accreditation Agency for Higher Education)

EMBA : Ekonomi, Manajemen, Bisnis, dan Akuntansi (Economics, Management, Business, and Accounting)

EQAP : External Quality Assurance Provider

INQAAHE : International Network for Quality Assurance Agencies in Higher Education

IAI : Ikatan Akuntan Indonesia (Indonesia Chartered Accountants)

ISEI : Ikatan Sarjana Ekonomi Indonesia (The Association of Indonesian Economic Scholars)

KADIN : Kamar Dagang dan Industri (Indonesian Chamber of Commerce and Industry)

KPI : Key Performance Indicator

LAMEMBA : Lembaga Akreditasi Mandiri Ekonomi, Manajemen, Bisnis, dan Akuntansi (Institute of Accreditation for Economics, Management, Business, and Accounting Programs)

LAMDIK : Lembaga Akreditasi Mandiri Kependidikan (Independent Accreditation Agency for Education)

LAMINFOKOM : Lembaga Akreditasi Mandiri Informatika dan Komputer (Independent Accreditation Agency for Informatics and Computer)

LAMPTKES : Lembaga Akreditasi Mandiri Pendidikan Tinggi Kesehatan (Independent Accreditation Agency for Higher Education in Health Sciences)

LAMTEKNIK : Lembaga Akreditasi Mandiri Teknik (Independent Accreditation Agency for Engineering)

LAMSAMA : Lembaga Akreditasi Mandiri Sains Alam dan Ilmu Formal (Independent Accreditation Agency for Natural and Formal Sciences)

LEXA : Sistem Manajemen Akreditasi (LAMEMBA Accreditation Management System)

MBKM : Merdeka Belajar Kampus Merdeka (Freedom of Learning Independent Campus)

MoECRT : Ministry of Education, Culture, Research, and Technology

MOHEST : Ministry of Higher Education, Science and Technology

PDDIKTI Pangkalan Data Pendidikan Tinggi (Higher Education Database)

PANEV : Pemantauan dan Evaluasi (Monitoring and Evaluation)

RENSTRA : Rencana Strategis (Strategic Plan)

SISTER Sistem Informasi Sumber Daya Terintegrasi (Integrated Resource Information System)

SMA : Sekolah Menengah Atas (Senior High School)

SMK : Sekolah Menengah Kejuruan (Vocational High School)

SMP : Sekolah Menengah Pertama (Junior High School)

SNPT : Standar Nasional Pendidikan Tinggi (National Higher Education Standards)

TEP : Tertiary Education Providers

YATA : Sistem Aplikasi Asesor LAMEMBA (LAMEMBA Assessor Application System)

ANNEX 3: INTERNATIONAL STANDARDS AND GUIDELINES

Module 1: Baseline standards

STANDARDS		GUIDELINES
1. LEGITIMACY OF THE EXTERNAL QUALITY ASSURANCE PROVIDER (EQAP)	**1.1 Mission, Governance & Organization:** The EQAP is a recognized, credible organization, trusted by key stakeholders: the government, TE providers (TEPs) and public at large. Its governance, structure and operations enable effective and efficient operations in line with its mission.	1.1.1 The EQAP has an established legal basis and is recognized by key stakeholders: government, TE providers and the public at large. The EQAP is guided by principles of good practice in formulating its policies and practices (e.g. independence, objectivity, autonomy).
		1.1.2 The EQAP has a clearly articulated mission statement and a set of objectives that explicitly state that the external quality assurance of tertiary education is a key function of the organization, describe the purpose and scope of its activities and can be translated into verifiable policies and measurable performance indicators. The interest of students and society are at the forefront of its aspirations.
		1.1.3 The EQAP has a well-articulated governance model consistent with its mission and objectives and adequate mechanisms to involve relevant stakeholders at pertinent levels of governance and management.
		1.1.4 The composition of its decision-making body and/or its regulatory framework ensure trust, independence and impartiality in decision-making. A clear policy and adequate mechanisms preventing conflict of interests are in operation and apply to its staff, its decision-making body, and external reviewers.
		1.1.5 The EQAP's organizational structure makes it possible to carry out its external review processes effectively and efficiently.
		1.1.6 The EQAP's activities are premised on a robust strategic planning. Adequate mechanisms are in place to assess its progress, impact and plans for future developments.

	1.2 Resources: the EQAP has adequate resources – physical, financial and human – to carry out its mission.	1.2.1 The EQAP is equipped with a well-trained, appropriately qualified staff to enable external evaluation effectively and efficiently in accordance with its mission statement and its methodological approach. The staff has the needed skills to carry out the functions associated with external QA. The EQAP provides systematic opportunities for the professional development of its staff.
		1.2.2 The EQAP has established, maintains and enhances a robust pool of qualified external reviewers supported by necessary recruitment, on-boarding, training and professionalization opportunities.
		1.2.3 The EQAP has adequate physical, virtual and financial resources to fulfil its goals and carry out the activities that emerge from its mission statement and objectives. Its funding approach instils trust and sustainability in operations. It is equipped with the necessary technological resources to carry out efficiently its processes including a database of external reviewers, a respective platform for managing its evaluation procedures, etc.
	1.3 Internal QA and Accountability: The EQAP has in place policies and mechanisms for its internal quality assurance that demonstrate a continuing effort to maintain and improve the quality and integrity of its activities.	1.3.1 The EQAP has a clear policy for its own internal and external quality assurance linked to organizational planning, funding and performance. Outcomes are evinced through robust accountability measures available to the TE community and the society it serves.
		1.3.2 The EQAP has robust internal quality assurance mechanisms that enable it to review its own activities in order to respond to the changing nature of tertiary education, the effectiveness of its operations, and to maintain its relevance and contribution towards the achievement of its objectives.
		1.3.3 The EQAP periodically conducts a self-review of its own activities, including consideration of its own effects on the system(s) it operates within and its over-riding values. The review is premised on reliable data collection and analysis to

		inform decision-making and trigger improvements.
		1.3.4 The EQAP's plan for internal and external evaluation of its policies and practices identifies and integrates its practices in reviewing diverse modalities of delivery (e.g. distance education provision, hybrid) and UNESCO ISCED levels 4-8, as applicable. For example, while assessing postgraduate programs, necessary dimensions, such as research capacity should form the core of evaluation, focused on links between research and learning through an integrated approach to external QA review.
		1.3.5 The EQAP is subject to external reviews at regular intervals, ideally not to exceed five years. Evidence of any required action(s) is (are) implemented and disclosed.
		1.3.6 Strong evidence exists of a well-established and robust quality culture, which drives enhancement, relevance of and trust in the EQAP. The evidence is present throughout all the functions of the EQAP, as per its mandate.
2. THE EQAP'S FRAMEWORK FOR EXTERNAL REVIEW OF QUALITY OF TEPS	**2.1 The relationship between the EQAP and Tertiary Education Providers (TEPs):** The EQAP recognizes TEPs as having primary responsibility for quality and relevance and providing support in promoting trust and credibility.	2.1.1 The EQAP recognizes that institutional and programmatic quality and quality assurance are primarily the responsibility of the tertiary education providers themselves and respects the specific feature of each TEP.
		2.1.2 The EQAP ensures that the core values of tertiary education - equitable access, accountability, academic freedom, institutional autonomy, and social responsibility - are respected and promoted.
		2.1.3 The EQAP promotes development, appropriate implementation, and continuous enhancement of the TE IQA system in accordance with the understanding that the primary responsibility for assuring quality resides with the providers.
		2.1.4 The EQAP is mindful of the level of workload and related costs that its procedures will place on TEPs and strives to make the procedures as time and cost effective as possible.

		2.1.5 The EQAP provides tertiary education providers with clear guidance on the requirements for self-assessment and external review processes.
	2.2 The EQAP's standards for external quality review: The standards value diversity of provisions and promote trust, relevance, enhanced quality of TE provisions, and thus promote a quality culture.	2.2.1 The EQAP recognizes and values the diversity of providers and translates this institutional aspect into standards that take into account the TEP's identity and mission.
		2.2.2 The standards adopted by the EQAP have been subject to reasonable consultation with stakeholders and are revised at regular intervals to ensure relevance to the needs of the system.
		2.2.3 The standards explicitly address the areas of a TEP's activity that fall within the EQAP's scope, (e.g., governance and management, program design and approval, teaching and learning processes, student admission, progression and certification, research, and community engagement) and on the availability of necessary resources (e.g., finances, staff and learning resources).
		2.2.4 The standards take into account and provide for an effective internal follow-up on the outcomes of the external reviews.
		2.2.5 The EQAP has a clear policy that specifies how standards are to be applied and the types of evidence needed to demonstrate that they are met.
		2.2.6 The EQAP standards adequately address and promote academic integrity.
	2.3 The EQAP's external review process: the external review framework has a clear set of procedures for each type of review.	2.3.1 The EQAP carries out an external review process that is driven by a publicly available and reliable methodology ensuring independence, trust, relevance to the existing context and credibility of its procedures. Where applicable, the EQAP should demonstrate its capacity to conduct reviews in both virtual and in-person modes supported by purpose-built methodology. This distinction should be clear to avoid any issues of misconduct.

			2.3.2 The EQAP has published documents clearly articulating expectations from TEPs in the form of quality standards and procedures for each step/phase of the external review.
			2.3.3 The external review process is carried out by a panel(s) of experts consistent with the characteristics of the provider/provision under review. Experts can provide input from various perspectives, including those of institutions, academics, students, employers or professional practitioners. Experts represent a balance of diversity, equity, and inclusion as appropriate for the mission of the EQAP.
			2.3.4 The EQAP has clear specifications on the characteristics and selection of external reviewers, who must be supported by appropriate training and relevant materials such as guidelines/handbooks and manuals for evaluation.
			2.3.5 External review procedures include effective and comprehensive mechanisms for the prevention of conflicts of interest and ensure that any judgment(s) resulting from external reviews are based on explicit and published criteria.
			2.3.6 The EQAP's system has mechanisms in place that ensure each TEP or program is evaluated in a consistent way, even if the external panels, teams, or committees differ.
			2.3.7 The EQAP carries out the external review within a reasonable time-frame to ensure that information is current and updated.
			2.3.8 The EQAP ensures the tertiary education providers have an opportunity to correct any factual error that may appear in the external review report.
			2.3.9 The EQAP provides clear guidance to the providers in the application of each step within the external review procedure, the solicitation of assessment/feedback from the public, students, and other constituents, or the

		preparation for external review as necessary and appropriate.
	2.4 Regular Systemic Reviews: the EQAP conducts regular systemic/thematic reviews to inform its stakeholders and public at large on systemic issues/developments. and trends.	2.4.1 Where applicable, the EQAP conducts regular systemic/thematic reviews within the domain it operates in and makes reports on trends and impacts publicly available for broader use by stakeholders.
		2.4.2 The EQAP prepares, and periodically disseminates, integrated, system-wide reports on the overall outcomes of QA processes, impacts on the TE system and its performance, and of any other relevant activities.
3. THE EQAP'S REVIEW OF TE PROVIDERS: EVALUATION, DECISION MAKING AND APPEALS	**3.1 Evaluation:** The evaluation conducted by external panel is based on a clearly articulated and publicly available criteria and methodology.	3.1.1 The evaluation criteria are clearly articulated and supported by a robust methodology.
		3.1.2 The evaluation criteria and methodology are consistently applied across all cases.
		3.1.3 The EQAP provides full and clear disclosure of its policies, procedures, criteria and methodology for evaluation and judgements of TE performance, made publicly available prior to its application.
	3.2 Decision-making: The EQAP has policies and procedures in place that ensure fair and independent decision-making on the review cases.	3.2.1 EQAP decisions take into consideration the outcomes of both the provider's internal review process and the external review panel while considering any other relevant information, provided this has been communicated to the provider.
		3.2.2 EQAP decisions are based on published standards and procedures and can be justified only with reference to those standards and procedures.
		3.2.3 The EQAP decision-making process is impartial, rigorous, and transparent. The approach to decision-making and actions for imposing recommendations for follow-up by TEPs are consistent throughout all procedures.
		3.2.4 The EQAP makes its decisions and/or review reports public. The content and extent of reporting accords with the cultural context and applicable legal and other requirements.

		3.2.5 The EQAP has mechanisms to facilitate a fair public understanding of the reasons supporting decisions taken.
	3.3 Appeals and Complaints: The EQAP deploys clear policies and procedures for appeals and complaints.	3.3.1 The EQAP has procedures in place to deal in a consistent way with complaints about its procedures or operations.
		3.3.2 The EQAP has clear, published procedures for handling appeals related to its external review and decision-making processes.
		3.3.3 Appeals are conducted by an independent panel/commission not responsible for the original decision and has no conflicts of interest. Appeals need not necessarily be conducted outside the EQAP.
4. INTERNATIONALIZA-TION AND EXTERNAL RELATIONS	**4.1 Internationalization:** The EQAP has a robust internationalization strategy that leads to enhanced effectiveness and efficiency in its operations.	4.1.1 The EQAP abides by an *internationalization principle* in its functions and operations as applicable and which accord with its mission.
		4.1.2 The EQAP is open to international developments in quality assurance and tertiary education at large and has mechanisms that enable it to learn about and analyse the main trends in the field, thus enhancing relevance.
		4.1.3 The EQAP collaborates with other QA bodies internationally where possible in areas such as exchange of good practices, capacity building, review of decisions, joint projects, and/or staff exchanges.
	4.2 External relations: the EQAP effectively promotes its collaborations with key players in national, regional, international contexts.	4.2.1 The EQAP appropriately coordinates and communicates with other national, regional international government and non-government organizations in the oversight of its provisions.
		4.2.2 The EQAP's external relations, partnerships and collaborations promote its mission and successful implementation of its strategies.

5. INTEGRITY, DISCLOSURE AND TRANSPARENCY	**5.1 Integrity:** The EQAP operates with integrity and professionalism and adheres to ethical and professional standards.	5.1.1 The EQAP has a clear policy and procedures in place to underpin integrity in its functions and manifests it openly and transparently. Integrity is integral to the culture of the organization and is consistently respected in all the modes of delivery of services (face-to-face; distance; hybrid; cross-border).
	5.2 Disclosure: The EQAP ensures disclosure at different levels of its activity in line with the culture within which operates.	5.2.1 The EQAP's policies and procedures on external evaluation of tertiary education providers and provisions underpin adequate disclosure of its reviews and related outcomes/decisions made, based on consideration of the local and regional cultures, while ensuring alignment with international best practice.
		5.2.2 The EQAP makes public its policies and decisions and disseminates reports on outcomes of its QA processes. The EQAP publicly discloses decisions about the EQAP resulting from any external review of its own performance.
	5.3 Transparency: The EQAP has robust systems in place to ensure transparent and trustworthy operations.	5.3.1 The EQAP's policies and procedures on the external evaluation of tertiary education providers and provisions underpin the transparency principle in dealing with reviews and decision-making.
		5.3.2 The EQAP has a robust information management system, which supports transparent, efficient, data driven and reliable decision-making. The EQAP has a process for data collection and reporting about its review/accreditation activity for all types of modalities and reviews (e.g., online/distance education provisions, cross-border education, short programs) which are consistent and comply with national/governmental requirements.
6. STAKEHOLDER ROLE AND ENGAGEMENT	**6.1 Stakeholder role:** The EQAP is clear in the expectations of each stakeholder group.	6.1.1 The EQAP clearly defines its internal and external stakeholders along with comprehensive statements of expectations and level of impact from each stakeholder group.

	6.2 Stakeholder engagement: The EQAP ensures meaningful and impactful stakeholder engagement in its functions.	6.2.1 The EQAP's policies ensure pro-active stakeholder engagement in matters related to standards, procedures, reviews, and decision-making. The EQAP, where applicable, should demonstrate an inclusive approach to stakeholder engagement, e.g., in its procedures in terms of ensuring gender and geographical balance, and other non-discriminatory policies.
		6.2.2 To ensure meaningful engagement, the EQAP has targeted induction, training and professionalization measures, which are consistently applied and regularly enhanced as needed.